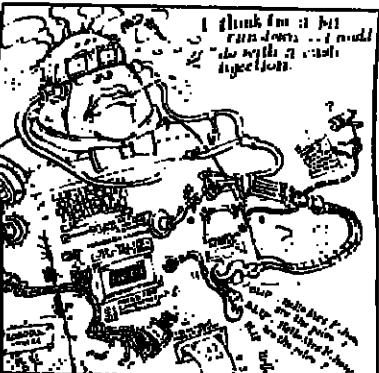




Peter Odell discusses the long-term consequences of the shift of global power to the oil-producing nations, and doubts whether the present fall in the price of OIL will produce a shift back (page 13)

Okham's razor: Friedel Weinert reassesses the contribution to medieval philosophy of WILLIAM OF OKHAM who was born 700 years ago this year (page 14)

David Martin reviews the second volume of MAURICE COWLING's polemical *Religion and Public Doctrine in Modern England* which offers 'a lot of text but next to no social context' (page 16)



Word processors, new publishing technologies, university computing services, and translation by computer are among the subjects of a special 10-page report on **INFORMATION TECHNOLOGY** (pages 25-34)

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Towards Thatcherism

Mrs Margaret Thatcher may not win a third term as prime minister but she has already achieved something never achieved by any of her predecessors in the present century: she has become an "ism". Thatcherism has become part of the vocabulary of our political and intellectual life. Both her supporters and opponents seem to agree the word neatly sums up a significant shift in Britain's political culture, away from the post-war Keynesian social democratic state which presided over a liberal even permissive society and towards a *free market* state that has promoted much more disciplined and some would say authoritarian social values.

The prime minister herself has now almost ceased to be part of Thatcherism. Since the Westland affair she has come to look vulnerable like any other politician, blown about in the breezes of political expediency despite all the Saatchi-speak about "this lady's not for turning". Today her record in power is scrutinized more severely. The costs of her programme - inefficient economic management where improved growth has been far outweighed by worsening unemployment, attacks on trade unions and a local government that has gone over the top, the impoverishment of a still highly regarded welfare state - are emphasized, while any benefits in the shape of a radical-right reshaping of British society are searched for with increasing impatience.

Yet the fashionable success of Thatcherism has been affected very little by the setbacks suffered by Mrs Thatcher's Government. It has become a self-standing intellectual phenomenon which may well survive the political eclipse of its nominal progenitor. Even those who regret it most are forced to accept that many of the most cherished assumptions of the centre-left which have ruled British political and intellectual life since 1945 have received a battering from this revisionist ideology of the right that is termed for convenience Thatcherism.

The resilience of Thatcherism is a remarkable phenomenon, and one of great significance for the future. It may be that the ebb and flow of democratic politics make it difficult to bring about an enduring political counter-revolution. It may be that the bureaucratic rigidity of the modern state makes change, except the incremental, difficult to achieve. It may be that the modern economy with its incoherent interpenetration of private and public sectors is equally difficult to reform. It may be, of course, that many of the policies prescribed by the present Conservative Government are plain wrong.

But the intellectual revolution threatened by Thatcherism has not

been repulsed so easily or inevitably. Maybe because practical obstacles can be swept aside by the glorious forward march of ideas, Thatcherism enjoys a more conspicuous success than the political programme that gave it its name. Nor should such success be underestimated. There are those who argue that the success of reform in Britain since 1832, and the particular success of social democracy since 1945, was built on the left's command of the dominant intellectual categories.

So any intellectual success enjoyed by Thatcherism may be crucial, if it reverses this bias of respectable understanding. If the right can command the intellectual high ground, the endurance of those Whiggish institutions which Mrs Thatcher has found so difficult to reform may be worn down. For those institutions would be denied the legitimacy bestowed on them by an unchallenged social democratic world view. Instead the powerful ideological mandate of Heaven would be transferred to the right.

Education, and especially higher education, is a desecrated ground of contest between right and left. First the events of the last seven years have demonstrated how impervious educational, as other institutions are to a change of direction; this is particularly true when no credible alternative ideology is available on which to build a case for change. Second, higher education propagates and schools institutionalized those very ideas about the fulfilment of the individual and the advance of society - Whiggish, liberal, social democratic - depending on taste and intensity - which the revisionists of the right seek to replace. So the origins, character and consequences of Thatcherism within higher education have to be examined in serious detail.

Its first source of support is, or more probably was, that broad band of conservative opinion untroubled by the expansion of higher education, those who were worried that "more might mean worse". They were disturbed by the broadening of student access, the proliferation of institutions, the introduction of new vocational subjects, and the rise of engaged disciplines in and around social science.

But this first group can hardly be described as a reservoir of support for Thatcherism. After all their instinct is that there has been too much change not too little. As soon as it became clear that higher education was not to be exempted from change but was to have further change, much of it unpleasant, thrust upon it, and when it became equally clear that the new radical-right ideology did not support a quiet return to their favourite liberal conservatism but demanded instead an intellectual counter-revolution, their tentative support for Thatcherism fell away.

Impact of his own policies in the schools if he genuinely wants to give British talent the best opportunity to bloom. Music is disappearing from the curriculum in many parts of the country, and youth orchestras are disbanding, denying young musicians the opportunity to develop in their crucial formative years. It is no good expounding the colleges to work miracles if the foundations of the system are being undermined.

However, none of this should prevent the Royal Academy pressing ahead with its plans. Because of the secrecy which has surrounded them, proposals, making them into something which they are not. Although Sir Keith would have to sanction an unusually high plan of resource to let the academy's plan proceed in full, it best practice more than to combine the add in what several of the others would like: a reduction in the number of students to allow more individual tuition.

Given the strictly limited opportunity

The second group is more stout-hearted in its support for Thatcherism. It coalesced around the Institute of Economic Affairs 20 years ago and came to embrace other right-wing "think tanks" like Sir Keith Joseph's own Institute for Policy Studies. But its members have been handicapped by two weaknesses. First they have never been able to overcome the stigma of pamphleteering journalism and so have not matched the academic firepower of their enemies on the left entrenched in powerful university departments and prestigious publishing houses. Second, they have remained preoccupied by administrative and structural reform. Thatcherism's weakest ground, rather than ideological counter-revolution, its strongest.

This is not a mistake made by the third group based, symbolically at any rate, at Peterhouse in Cambridge - people like Edward Norman, the dean and scourge of liberation theologians and Whiggish bishops; Maurice Cowling, whose second volume of *Religion and Public Doctrine in Modern England* is reviewed by David Martin on page 16; and younger colleagues like Jonathan Clark whose revisionist *English Society 1688-1832* impressively undermined the case for the inevitability of 19th-century reform while depicting a rather less historical Thatcherist subplot. Back in London at Birkbeck Roger Scruton may occupy an intermediate position between these second and third groups - or perhaps a polemical position all of his own!

This third group directly assaults the reformism endemic in British intellectual life. To some degree this can be justified; many disciplines are cluttered with their "Whig interpretations" that occasionally get in the way of good scholarship, a complaint heard too on the further left. In another sense the courage of their assault has to be admired: they are prepared to champion the ancient regime values of society-as-hierarchy and religion-as-authority over public democracy and private faith because they realize that a proper ideological counter-revolution cannot be built with bits and pieces like school vouchers or privatized industries.

The battle as they see it is for the soul of our national culture. Their goal is an organic society of conservative tradition, which arguably would be threatened by the free-market movement as much as by the reformist left. But this attempt to re-run the grand intellectual debates of the 19th, or even 18th, centuries in the hope that this time the *whigs* rather than the *whigs* will win looks rather implausible enterprise - and one that takes Thatcherism a very long way indeed from Mrs Thatcher.

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For professional musicians, a marginal reduction in student numbers might be acceptable if standards are improved for the remainder. And neither four-year degrees nor double tutorials and increased provision of masterclasses would be out of step with the other colleges.

In a small world like that of the colleges, any major change in curriculum is bound to make waves for the rest. But, especially when it is asking for no more money from the public purse, its development plans should be its own affair. It might even be that, if the academy's approach was successful, all higher education in music would be able to move in this direction eventually. The obstacle, of course, will be money and the almighty unit of resource, which seems to dominate all higher education planning today. If Sir Keith is as concerned as he says about the state of music education, he would do much to shake off his philistine image by accepting that some subjects - music among them - simply do not fit successfully into a mechanistic planning system.

Laurie Taylor



UGC's overwork delays merger

by Peter Aspdon

Plans to merge Keele University and North Staffordshire Polytechnic are being put on ice because of the delay of the University Grants Committee to cope with the work involved in approving in principle the merger.

THESE plans to merge Keele University and North Staffordshire Polytechnic are being put on ice because of the delay of the University Grants Committee to cope with the work involved in approving in principle the merger.

My god, this is the end. This is the absolute bloody end. Who's got it? Come on, who's got it?

What's that, Charles? East Anglia psychology. East Anglia psychology.

ONLY AWAY FROM MY DESK FOR A NEW TRYING TO CLEAR UP THE ABSOLUTE MESS WHICH GORDON PRECIPITATED CONFUSING ETHICS WITH ESSEX, AND COME BACK TO FIND EAST ANGLIA GONE. VANISHED!

Try not to panic, Charles. TRY NOT TO PANIC. Are you mad, James? Are you stark raving mad? The deadline for completing the psychology research league table is three o'clock today - TODAY - and you say "Don't panic? Ah, Geoffrey. There you are. Have you by..."

Sorry Charles. Can't stop. Rained off my feet. Hardly time to head. Major crisis in modern studies. But East Anglia psychology. You see it?

Not a chance, Charles. You're a glimpse. But I could let you have a glimpse. Liverpool physics if that's any use. God knows what that's doing in the middle of my desk. Alan was supposed to be handling it but she's his breakdown all we can do is wait for Joan to come over from metallurgy.

Leaving management studies to the temp? Don't knock it, Charles. Without the temps we'd never have finished today on time.

True. True enough. Oh god, then goes that bloody Tanny again. HERE ARE SOME LAST MINUTE ADDITIONS TO THE UNIVERSITY OF BATH DEPARTMENT OF THEOLOGY. PLEASE ADD ONE REVIEW ARTICLE IN THE TABLE. AGREED RESEARCH WEIGHTING - 25 NOW BACK TO THE MUSIC.

Panic stations in theology. Geoffrey, what's that you're standing on? God knows. The staff just piles up. I've been wading through it for days. Let's see. Hull music. Nottingham philosophy - minus the back cover - very coffee-stained York electronic sorry economics. But no East Anglia. You know, Charles, doesn't it sometimes seem too much. Remember the good old days of the UGC. You mean the last round of the UGC. Exactly. The nice quick decision. The unfettered expression of judgement.

The complete lack of guidelines. Still, all may not be lost. I was in the main committee room yesterday trying to find Bristol politics on the table, sandwiched between the piles of documents and league tables, was a sight to behold the heart of any proper UGC member.

You mean? Exactly. Charles. The jolly old days.

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Polys are denied freedom as CNAA faces cuts

by Karen Gold

Sir Keith Joseph, the Secretary of State for Education and Science, has decided against allowing some polytechnics complete freedom to award their own degrees - but is insisting that the Council for National Academic Awards be cut down in size.

In his long delayed verdict on last year's Lindop report Sir Keith also warned that if the CNAA did not move quickly enough to satisfy the ambitions of the senior polytechnics he would reconsider his refusal to set free of external validation.

The Government is expecting substantial cuts of between one third and one half in the staffing, turnover and activities of the CNAA following the Secretary of State's announcement in the House of Commons on Monday. Redundancies among the council's 160 staff are likely if, as expected, the Department of Education and Science

new as well as existing courses - and to delegate powers to institutions to award degrees in their own names. Thirty to 40 institutions might expect agreements with either full accreditation or "arm's length" validation like the current experimental agreements with Newcastle and Sheffield City Polytechnics, according to CNAA chief officer Dr Edwin Kerr this week. Discussions on charter changes and criteria for accreditation might be completed in April, he said, that might make it possible for institutions to award their own degrees by summer 1987.

The Government's response says it endorses Lindop's main finding, that the best safeguard of an institution's academic standards was the existence of a strong, cohesive and self-critical academic community within it.

However institutional reviews should continue, the Government has decided: the CNAA must be able to ensure that management is keeping in constant touch with standards and practice throughout an institution, and can deal with lapses in academic standards. Accreditation could be withdrawn if such lapses occur.

The response deals briefly with two of the contentious political issues arising out of Lindop: institutions should take care in assessing candidates without standard qualifications for entry to higher education and CNAA should draw to the Government's attention any instances of inappropriate intervention by local education authorities.

It rejects Lindop's suggestion that greater responsibility for validation in colleges will cost those colleges more money; there should be savings in institutions as well as validating bodies, it says. The CNAA will be expected to reduce its fees to avoid accumulating a surplus. By 1983/84 it had accumulated a surplus of over £5 million on an annual turnover of £6 million.

Lindop's criticism of inconsistent standards in university-validated voluntary colleges is neither confirmed nor denied in the response. The Government plans to discuss this and greater coordination of university validation with the Committee of Vice Chancellors and Principals, which this week welcomed the response.

Polytechnic directors were divided on it. The chairman of the Committee of Directors of Polytechnics and president of Portsmouth Polytechnic Dr Harry Law said it did not go far enough in the direction of freedom for institutions.

But Mr John Stoddart, principal of Sheffield City Polytechnic and Mr Eric Robinson, director of Lancashire Polytechnic, both welcomed the decision to keep a national peer review system and the proposed charter changes.

The Lindop committee, which reported after a year's investigation last year, called for a range of validation agreements in the public sector but with a top tier of institutions being set fairly free.

Sir Keith said the Government was convinced this option would improve standards in polytechnics and colleges. It would be reviewed if the CNAA did not succeed in streamlining and transforming its operation.

In a letter to CNAA chairman Sir Allan Pilkington, Sir Keith said that DfES officials would discuss specific targets for reductions in staffing, resources and expenditure and financial review with the council. Two meetings were expected to draft a timetable for developing activities the Government wants the council to concentrate on. These include greater interest in the management of institutions and delivery of degrees, while cutting back the extensive controls on courses and the extensive paperwork. The Government is expected to support the council's request to change its Royal Charter to allow it to accredit institutions - giving them powers of approval



Claus Moser: playing with figures, 11

'Degree by credits' plan launched

by Maggie Richards

A new strategy for the development of a transfer system on a major transitory scale is announced today by the Council for National Academic Awards.

The plan envisages students - both post-school and mature entrants - will be able to build up degrees by components. Studies could be undertaken at more than one institution where necessary, and students will be able to have previous learning and experience assessed and accredited.

Four priority areas for immediate action have been identified by the CNAA, which is establishing a special unit to oversee the scheme. The unit will initially concentrate on development of these four areas: a pilot scheme in London; collaboration with higher education consortia in other parts of the country; liaison with industry; and links with the professions.

Though the unit will attempt to expand acceptance of accreditation in these spheres it is planned that eventually institutions themselves will take over the work and form their own collaborative network.

To inaugurate the system, a special pilot project is being mounted in London. Students who wish to split their studies between various higher education institutions will receive counselling from the unit, which will help them compile a programme of studies to be followed. CNAA's central board of examiners will scrutinize the programme where necessary.

But the CNAA is anxious to expand the scheme beyond London, and is seeking to do so through contact with the various higher education consortia currently being formed throughout the country.

Outside of the higher education system special efforts will be made to interest the professions and industry in acceptance of credit transfer for training and updating purposes.

In designing a credit transfer system the CNAA was pleasantly surprised to find several large employers expressing interest in the possibility of having training schemes accredited. Companies such as British Telecom, IBM and United Biscuits have all expressed interest in joining the scheme.

The new unit, therefore, will be exploring the possibility of accrediting in-house training, with such courses allowing credit exemption from higher education programmes. It is also intended the unit should act as an "academic broker", liaising between industry and higher education on the provision of suitable programmes.

There is also the possibility that the scheme could expand to become a European programme. IBM has already urged the CNAA to consider application of the accreditation scheme to training provision at its European offices near Brussels.

UGC guilty of discrimination

An industrial tribunal has ruled that the University Grants Committee was guilty of discrimination against women in imposing an age limit of 35 for admission to the "new blood" scheme.

The tribunal agreed with Dr Felicia Huppert, the Cambridge psychiatric researcher who brought the case under the Sex Discrimination Act, that the age limit was discriminatory on the basis of sex. It was the only way to get the job. What happens now is up to the UGC.

Technically the case stands adjourned pending action on the part of the UGC. Meanwhile the post at Cambridge is being kept open.

Full evidence, page 4

Union anger over 'panic' course closures

by John O'Leary and Patricia Santinelli

Some local authorities and their colleges are being panicked into volunteering course closures in advance of any firm proposals from the National Advisory Body, it was claimed this week.

A late round of consultation by NAB officials on the likely contents of planning proposals to be issued on April 4 has led to a spate of meetings designed to head off anticipated cuts. The Association of Further and Higher Education has written to all its branches warning them to oppose any premature concessions.

Mr Frank Griffiths, education secretary of Natfhe, said: "I am very angry at the way in which indicative proposals now appear in the eyes of many people to be cast in iron. From our point of view, we believe that it is up to the system to realize that the exercise still has eight months or more to run and any premature concessions can only weaken the political case to be continued on page 3

expand acceptance of accreditation in these spheres it is planned that eventually institutions themselves will take over the work and form their own collaborative network.

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Her Majesty's Inspectorate has begun a two to three year investigation into sociology in a third of all polytechnics and colleges which are substantial providers of the subject.

HMI's will visit between six and 10 institutions, one a term, in reviews lasting a week and involving six to eight inspectors looking at sociology degrees and as part of related courses. The inspectors told a meeting of heads of public sector sociology departments last week that the exercise would concentrate on the relationship between courses on paper and what students were actually taught. The alleged discrepancy between the two was at the heart of the furore over HMI inspections of sociology and applied social studies degrees at the Polytechnic of North London.

Staff in sociology departments fear that this, plus the unpopularity of sociology in Government circles, lies behind the HMI exercise. But the inspectors have insisted that its purpose is to increase their previously patchy knowledge of the subject.

Inspectors visited 20 sociology departments in polytechnics and colleges briefly last year. Two full-scale visits have so far taken place, at the Polytechnic of Central London and Portsmouth Polytechnic.

The Inspectorate has said it will not reveal which other departments are to be visited, but will give the departments involved around three weeks' notice.

Mr Malcolm McVicar, head of the school of social and historical studies at Portsmouth said that about eight inspectors were involved in a week-long inspection of three degrees: sociology, politics and social policy. They had asked for substantial information on student selection including applicants' A level scores and the proportion of mature students; they looked at drop-out rates, degree results and staff publications as well as attending classes and lectures and looking at students' assessed work.

"It was a pretty thorough going over", Mr McVicar said. "They were genuinely looking at the teaching and learning experience and as far as I could see it was a professional inspection."

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New journals

Reviews of new academic journals in the humanities and social sciences will appear in *The Times* on June 13. Publishers of journals that have appeared for the first time since 1983 are asked to send copies of the last three issues to the deputy literary editor if they wish them to be considered for review.



Getting attuned to higher education, the new chancellor of Bradford University, Mr John Harvey-Jones, chairman of ICI is pictured at the keys of a new computerised organ developed within the university's school of computing. With him are vice chancellor, Professor John West, (left) and Dr Peter Comerford, whose department was responsible for the organ.

DON'S DIARY

SATURDAY

Canadian Pacific Airways Flight 163 was late leaving Gander for the 25-minute flight to St. John's. Phase two of the group home project in central Newfoundland has gone satisfactorily. I am shown the St. John's newspaper which has featured a picture and press release about my work in the province but shudder at the caption under the picture which has me visiting from the University of Scotland. Am relieved to see that they got it right in the press release itself. I note the page number and hope that most people stop reading their paper before page 22. Weekend at St. John's with friends. Glad to have the rest. Laundry to do and packing for Labrador on Monday.

SUNDAY

A long lie. Now when did I last have one of those? The board chairman of a local group home calls round for some consultation on the relationship between group home care and specialist foster care placements. One year following implementation of Canada's innovative Young Offenders' Act, there is considerable demand in Newfoundland for specialist foster care for young people leaving group home or institutional placements. I am struck with how similar issues prevail in the central belt of Scotland.

A telephone call from Stirling enables me to catch up with news at home. I learn that the university has not filled the chair in applied social studies and that our appointment for a family immigration interview at New Zealand House has been set for mid-March. No further details concerning my new role in the chair of social work at Victoria University in Wellington. It is good, however, to hear that Scotland has beaten France at Murrayfield and that Hearts continue to win in the Scottish Premier League.

MONDAY

4.30 rise for an airport limousine. The Eastern Provincial Airways Boeing 737 takes off on the northern milk run at 0630, calling at Gander, Deer Lake, Wabush, Labrador City, Churchill Falls and Happy Valley-Goose Bay. Midday temperature at Goose Bay is -1°C. There is less than three feet of snow, compared with the 12 feet I remembered from last January.

Life in the Labrador Inn at Goose Bay hasn't changed much in the past year. It is still the only hotel accommodation in the valley with food. The only competition in the food line is provided by a Chinese family who seem to have strayed quite a distance from their native health. I start work tomorrow with the native Indian group home at Sheshat-shi-North West River, located at "the end of the road" driving north. One social worker has flown in for the group home sessions from Davis Inlet; another is expected from Nain, the northernmost settlement in Labrador with its Inuit Eskimo population. I am relieved to know that Paul, my Naskapi

Indian interpreter, will be attending the session.

TUESDAY

The assistant director from St. John's has phoned to say he has been delayed three hours because of bad weather. Five native-speaking staff have met all day with five European-origin settlers who work with the Department of Social Services in Labrador to review commitments that were made at the start of 1985 concerning the work of the local group home. All of the social service staff are new to their current post, although two had attended the consultation last year. The houseparents have been involved with the group home since it opened five years ago. It was not altogether surprising to learn that not all commitments had been met, around things such as getting running water, toilets and laundry facilities installed in the house and organizing transportation for the weekly 50-mile journeys to and from Goose Bay for groceries and medical care.

WEDNESDAY

The Labrador group home at Goose Bay has been in existence for seven years. A third of the residents have been Inuit Eskimo children, referred for a combination of depression, alcohol or drug abuse and assaultive behaviour. It is said that a good proportion of these children offend in order to escape the north coast village of Nain which is reachable only by boat or airplane. About half of the children have come from native settler families where long-term unemployment, chronic financial pressures and alcohol abuse were common features. Roughly a quarter of the residents were children of middle class "incomer" families where depression, family tension, drug abuse and emotional conflict were characteristic features. This particular group home offers a clear model of how local resources can be developed to sustain young people in or near their home communities, instead of sending them to institutional environments that are cultural light years away from their normal experiences of growing up.

THURSDAY

Third group home consultation completed. All reports dictated. Written action plan document will summarize progress achieved on objectives established in 1985 and identifies objectives for 1986. Dates for the phase three consultations are agreed. Research questionnaires collected from five group homes in eight days. An El Greco pizza (made by the only immigrant Greek in the area) and beer while packing for the midday flight from Labrador to St. John's.

FRIDAY

Awake to clear blue sky and sunshine. The temperature is -31°C with the wind chill factor calculated at -50°C. The rental car wouldn't start. On arriving back in St. John's have still to face a two-hour consultation on how the department might provide emergency back-up in the form of a security facility for child welfare cases, since maladjusted behaviour does not equate now with delinquency. An evening with acquaintances from Memorial University makes for a good ending to a busy week.

Leon Fulcher

The author is director of social work education at the University of Stirling.

Sir Keith wanted young researchers UGC tells industrial tribunal 'New blood' disregarded sex

by Owen Surridge

The age bar in the University Grants Committee "new blood" scheme offended against the Sex Discrimination Act because it meant that a considerably smaller proportion of women than men could comply with the age requirement, an industrial tribunal has ruled.

Mr Christopher Waud, the chairman, was summing up in the case of Dr Felicia Huppert, a Cambridge psychiatrist, researcher, who claimed discrimination by the UGC and the University of Cambridge in refusing to appoint her to a "new blood" post.

Mr Waud dismissed the UGC's claim that the scheme as a whole did not discriminate against women as "not a proper approach". The tribunal's concern was with discrimination wherever it was found to exist, he said.

Nor did he accept the argument that the age bar was justified on the grounds that the "new blood" scheme was intended to help the young, since it was possible to include a phrase concerning the age condition for women whose careers had been interrupted by the birth of children.

He ruled that the scheme had acted to the detriment of Dr Huppert who was, he said, highly intelligent and had applied herself thoroughly to work in her field. "There is practically no break in her career since getting her degree at 20. On balance it was the bringing up of children which brought about her inability to comply in this case," he said. Dr Huppert has two sons, one aged seven, the other aged three.

During the four-day hearing witnesses for the UGC laid great emphasis on the youthful aspect of the "new blood" scheme, one of the aims of which, it was said, was to provide entry opportunities for bright young researchers who would otherwise be lost to the universities owing to lack of promotion prospects, the attractions of commerce and of overseas postings.

Mr Barney Baker, an official of the DES and a former assistant secretary of the UGC who was responsible for designing and administering the "new blood" scheme, claimed that the Secretary of State for Education and Science, Sir Keith Joseph, had specifically referred to the need to recruit more young researchers when he instituted the scheme.

In view of that, he said, it would have looked "extremely strange" to recruit staff in their forties, while at the same time, trying to persuade academics only a few years older to accept redundancy or take early retirement.

He said the need for the productivity and creativity of youth was seen as particularly vital in the Government's priority areas of the physical sciences, mathematics and engineering. In the arts and the social sciences, he added, there was a wider recognition that scholarship and the development of research techniques were acquired with age and where academics did not so readily burn themselves out.

"That is not necessarily my view or that of the UGC but it is the kind of view we would be getting from the professions and the scientific establishment," he added.

Mr Baker admitted that exceptions could be made to the age limit where special circumstances existed. The primary factor taken into account by the committee in such cases was the availability of alternative applicants below the age limit.

He admitted that it had been put to the committee at an early stage that the age bar was disadvantageous to women. "We saw the 'no age limit' possibility as ruled out by the strings attached to the funding of the scheme. We would not have got the money without the age limit."

Asked if the committee could have incorporated a phrase in the conditions to safeguard the position of women bearing children late, Mr Baker said: "If the case had been put to us with

evidence like that put before the tribunal we might have done it. It is disingenuous to say we did not. We did not think it relevant. We were firmly on the side of young and new blood. We were strictly a sex disabling scheme, sex of applicants was not considered."

During cross-examination, Mr Baker admitted that the committee known Dr Huppert's career before because of the birth of her children. "It could have changed our view. The only evidence we had was the impression that her career was continuous. All we had was a vitae."

He said that during a review of "new blood" scheme the received representations from individuals and organizations were disadvantaged by the action. Asked whether the UGC any inquiries to see if those aged about the effect of the age bar borne out, he said: "No. We think whether women would be disadvantaged by the age limit." Mr Baker said, however, that if Dr Huppert been 36 instead of 39 at the time outcome could have been different.

Counsel for the UGC, Mr G. Plattford, concluded during his submission that the committee was not to be accused of sex discrimination because no question about a sex-declined by domestic duties was ever posed. "The question did not pay any part in its considerations." He argued that Dr Huppert's decision to remain at home to after her children was a matter of choice, not obligation, which led to her disqualification.

So far as the balance of men and women accepted under the scheme was concerned, he said that although there was a disproportionate number of men gaining access to one corner of the scheme the small difference between the sexes was small, averaging only 5 per cent.



Two budding scientists pose proudly with their winning entry in the British finals of European Philips Contest for Young Scientists and Inventors. Schoolboys Stuart Quick, left, and Andrew Johnson are pictured with Judith Hann of the television series *Tomorrow's World* and Professor J. J. Thompson, vice president of the British Association for the Advancement of Science. The boys' entry, a cellular based radio computer, operates at 30 times the speed of current comparable systems. They will now be taking their project to the European finals of the competition.

Study to balance technicians' pay levels

University employers have agreed to take part in an independent pay study aimed at establishing how far technicians' salaries have fallen behind pay for comparable work elsewhere.

Vice chancellors, who have already expressed concern to Sir Keith Joseph, Secretary of State for Education and Science over technicians' pay levels, have offered to discuss in detail with union leaders how a joint study should be managed and funded.

Leaders of the technicians were meeting yesterday to discuss the move, which follows agreement between uni-

versity lecturers and the employers to carry out a study.

The Government has repeatedly made clear that comparability alone is not sufficient, and that recruitment, retention and motivation are the factors which may convince it of the need for action.

The employers say the aim of the study is to achieve an objective assessment of the standards of pay among technicians. A comparability study was one of the main planks of the claim lodged by the Association of Scientific, Technical and Managerial Staffs, which

is also seeking a "substantial" increase from April 1.

Technically the study is approved both by the union and the Committee of Vice-Chancellors and Principals, but this is a little more than a formality.

Mr Roger Lyons, ASTMS secretary responsible for the union's pay claim, said: "We warmly welcome the study."

The union says that earnings in industry have risen faster than in the universities.

Blueprint for new social work course

by Patricia Santinelli

A joint working group of heads and teachers of social work courses has been set up to produce a blueprint for this summer for the implementation of a radically new system of training for social workers.

The setting up of the new group under the chairmanship of Professor Douglas Hooper, professor of social studies at Hull University follows agreement last year by the Central Council for Education and Training in Social Work to introduce a new single qualification based on three years' training by 1990.

The group is to comprise nine members from CCEISW, the Association of Teachers in Social Work Education, the Joint University Council (social work education committee) and the Standing Conference of Heads of COSW courses. It will also consult with senior officers' groups such as the Associations of Directors of Social Services and of Social Work and the Association of Chief Officers of Probation and with the Standing Conference of Certificate in Social Service Schemes.

Local authorities in Wales are experiencing major difficulties in getting placements for social work students because agencies were under increasing pressure to provide a wide variety of work experience for students from a host of "care in the community" type courses. One consequence is that excessive demands have been put on the limited placements available in voluntary agencies.

So far as the balance of men and women accepted under the scheme was concerned, he said that although there was a disproportionate number of men gaining access to one corner of the scheme the small difference between the sexes was small, averaging only 5 per cent.

Paintings and sculpture by students from some of London's art colleges were auctioned this week to raise money for the African famine appeal. Camberwell School of Art students Christine Baxter (left) and Beverley Taylor, who organized the event, are pictured holding a sculpture by David Nicholson of the Central School with a painting by Alexander Brown, also of Camberwell, in the background. They hope to raise about £2,000 in auctions by Phillips and Sothebys.

Ealing wins approval first

John O'Leary, Ealing College of Higher Education is claiming the first clean bill of health from a Council for National Academic Awards institutional review entirely carried out away from the college itself.

Although the college was not the first to be assessed without recourse to the normal CNA A visiting party, it is understood to set a precedent in winning immediate and unconditional approval to continue all courses. A statement from Ealing claimed "glowing references" from the review group.

The college hopes that the confidence expressed in its approach to review for greater delegation of these powers when the CNA A finalizes its first round of free institutional agreements.

The review was carried out on the basis of papers presented by the college, discussed with Ealing staff at a meeting at the CNA A headquarters. It produced a three-year extension of the existing institutional agreement.

Bogus BA ban

The College of Preceptors is calling on all MFs to press for the amendment of the new Education Bill at its second reading in May, so that legislation can be introduced to eliminate the sale of bogus degrees and other qualifications in the UK, which it says is undermining the quality and credibility of established awards.

The union says that earnings in industry have risen faster than in the universities.

Jobs bonus in cultural studies

by Felicity Jones

Cultural studies has gone through the lean years and is enjoying a revival, according to the annual conference of the Association for Cultural Studies held at North East London Polytechnic this week.

More students than ever are enrolling with good degrees in cultural studies or related studies in communications and film and most are finding work afterwards.

Over half of the 66 graduates from NELS' cultural studies graduates each year leave with upper second degrees or first while two-thirds of Middlesex Polytechnic's graduates over the past three years have achieved a similar standard.

All of them are said to be well motivated and, barring one or two exceptions who remain unemployed, have successfully found work in local government, research, teaching and housing.

The subject area has grown in popularity among students, the tutors say, because "the communications revolution presents issues that people want to understand".

Mr Mike Dawney, chairman of the association, said: "Cultural studies does not claim to be scientific and classicists are not going to study the consequences of the new technologies which have been thrown up."

"It is a study which is out of the modern world and is a serious form of research which happens also to produce graduates who find work quite easily," he added.

After the foundation of Birmingham University's Centre for Contemporary Cultural Studies which had Richard Hoggart as its first director in the early 1960s, a spate of degree courses followed, under the aegis of the Council for National Academic Awards.

In recent years the methods used by the discipline have become a powerful

influence on many other more traditional subjects like literature and history and many of the hundred or so members of the association come from across the spectrum of university and polytechnic fields of study.

Professor Stuart Hall of the Open University and founder-member of the Birmingham centre sees the expansion of cultural studies not in terms of degrees but as "a penetration into traditional subject areas".

"What we are seeing is not the academic institutionalization of the area but a pervasive spread into all the other areas of history, literature, art and design and philosophy," he said. The real explosion of interest has come in the United States and Australia.

"Cultural studies programmes in the United States are being used widely to break down the compartmentalization between subjects," Professor Hall said.

Millions of papers have been written on Apple. (One was even written about it)

"A Revolution in Academic Publishing" is not, we're pleased to say, manufacturer-speak. It's the title of a paper by Roger Eneany of Reading University. And as befits a treatise on the uses of Apple computers in education, it was entirely composed on and printed out by one.

Those uses are as varied as the subjects being studied in British schools and universities today, where once computers were confined to the Computer Studies course.

A learning tool. At Newcastle Polytechnic, Apple computers have been introduced into the BA (Honours) Accountancy course. By learning the techniques of computer-based financial modelling with software used in business today, students are combining academic study with a preparation for work.

Says Senior Lecturer Adrian Whalley, "I am very impressed with the Macintosh ease of use and the quality of the software available... I see (it) as a very advanced productivity tool."

The Humanities or the Sciences. The same polytechnic is applying computers to the study of Materials Engineering, Acoustics Research and Power Engineering. For instance, students have been writing programmes for the design and testing of components.

Other examples of disciplines where our products are proving valuable include those of Earth Sciences and Psychology at the Open University. Cambridge has several Apple IIs in its Surgery and Ancient Greek departments. Reading University uses them to study French and Typography. And staff at Glasgow University and the Macintosh's graphics capabilities are particularly relevant for Typographic Studies.

Apple's obvious strength in the area of word-processing is not being ignored. Donald Halliday, of Newcastle Polytechnic, provides a classic example. On top of all his teaching work, Mr. Halliday is also Warden of a Hall of Residence. He explains: "I keep all my records for the Hall on (an Apple II)... I can do 90% of my day-to-day work on it, and find the word processing module very easy to use."

Many other professors are finding computers useful for preparing their course materials so as to replace expensive, quickly out-dated textbooks. The portability of Apple computers has been seized on by a Professor of the Imperial College. He takes his Macintosh home in order to compose term papers in the strictest secrecy.

And where budgets for administrative staff are restricted, an Apple can often be found, enabling a single secretary to discharge her duties efficiently towards many lecturers.

Easy to learn. Much has been said about the simplicity of learning to use an Apple computer and its software. According to Adrian Whalley, "If you give students the tutorial manual and demo disk, it is largely self-teaching."

Bill Allen, also of Newcastle Polytechnic, goes further. "The adaptability and the wealth of software available for the Apple are the obvious (advantages). The systems are very flexible... and very reliable. You can do on an Apple the kind of thing that people do on £20,000 development systems."

It is therefore not surprising to learn that there are over 2 million Apple computers at

use in institutes of learning in the United States alone. They are also becoming widely used in business on both sides of the Atlantic, ensuring a high degree of reliability and strong dealer support.

If you would like to learn more about Apple in education, the Macintosh Academic Conference is being hosted by Imperial College on April 5 and 6. Just post the coupon for details. We shall also be pleased to send you further information on our products and preferential pricing for education.

The last word comes from Michael Kimber of Gateshead Technical College. "I haven't seen anything so far that makes me regret our original decision to go with Apple. The machines are working day and night, they are very robust, and they are allowing us to fulfil our commitment to both computer literacy and applications courses. They have been an excellent investment."

Apple
The power to succeed.

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Sir Keith awaits report on benefit

by David Jobbins

Ministers are prepared to be convinced that their plans to restrict entitlement to welfare benefits will hit some students too hard.

Sir Keith Joseph, Secretary of State for Education and Science, told the House of Commons that the forthcoming report from the Social Security Advisory Committee, expected shortly, would show that some students will not be affected at all, and that others will only be slightly affected.

Speaking in a debate during which the Government came under criticism from both the Opposition and Conservative backbenchers, Sir Keith admitted: "We expect that some students might, unless suitable arrangements are made, be more severely affected."

But the scale and impact could not be identified until the SSAC report was received.

Questioned by a Conservative backbencher about the disincentive effect of the proposals on students from poorer families, he said: "We shall certainly consider whether there is any reason to expect that possible changes would discourage potential students from going forward, although you will realize we are in the realm of conjecture."

"Often allegations are made but it is hard to establish evidence," he added. "The Opposition MPs by repeating the Government's achievement in increasing the age participation rate to record levels, Labour spokesmen pointed out that the qualified participation rate had in fact fallen."

The main criticism from his own side came from Conservatives who regretted the failure to produce the promised review of student financial support and felt that at least partial loans should still be given active consideration.

But the most trenchant criticism

came from Mr Robert Rhodes James, Conservative MP for Cambridge, who resigned recently as his party's higher education liaison officer.

Widening the debate from grants to higher education policy, Mr Rhodes James accused ministers of starting from a "defeatist" position. "Sir Keith's principle is that because our competitors are rich, they can afford these luxuries. They are not luxuries; they are the future of our nation."

"The Japanese, Americans, Germans, South Koreans and everyone else understands that. Why do we not understand that?" he asked, adding an appeal for a new evaluation of the purpose of higher education.

Mr Rhodes James was the only apparent abstention in the vote at the end of the debate, which the Government won by a comfortable 258 votes to 193.

It had been opened by shadow education secretary Mr Giles Radice, who accused ministers of making students pay for the failure of the Government's economic policy.

Other Labour MPs pointed to the possible effect of the proposal to restrict entitlement to welfare benefits on students from working-class backgrounds, and the growing dependence on overdrafts from banks. Mr Ken Weech, Labour MP for Ipswich, said he had told the Department of Education and Science of cases of banks allowing students to run up overdrafts of £5,000 to £6,000.

Sir Keith, though, was unrepentant: "In the context of an economy which is improving but which is still not as prosperous as we would like, I do not think it is entirely wrong that students should not look to the taxpayer for total protection in every circumstance, bearing in mind that the average taxpayer is considerably poorer than most students will be in the course of their careers."

DES adds up maths success

by Patricia Santinelli

The number of young people achieving passes in A level mathematics has nearly doubled over the last decade according to the latest Department of Education and Science statistics on English school-leavers in 1985/86.

The statistics show that in 1985/86 some 5.5 per cent of school-leavers achieved passes in mathematics compared to 3.8 per cent 10 years before, a 45 per cent increase. Within that, the number of girls achieving passes is 89 per cent more compared to a 29 per cent increase for boys.

There have been major percentage rises in the number obtaining passes in other science subjects, chemistry 28 per cent, biology 24 per cent and physics 17 per cent more. Again within

all three subjects, the percentage increase in passes obtained by girls is much higher than for boys ranging from 53 to 37 per cent.

Although the number of passes achieved in English, the second largest total for 1985/86, this is a decrease in percentage terms over the last 10 years of some 10 per cent.

According to the statistics, there has also been a major rise in young people passing general studies, commercial and domestic studies A levels but the actual proportion is still small in comparison to other subjects.

The statistics show too that the marked decrease in the number of school-leavers intending to go on to further and higher education has been reversed. The figure is 23.7 per cent equivalent to the 1981/82 level. Within



Brightening up the Budget: ITN newsreader Carol Barnes, one of the team of reporters on Budget Day Special, being briefed on likely Budget issues by Brighton Polytechnic's Bill McQueen of the Department of Business Management.

Botany bores rooted out

Students of botany at Royal Holloway and Bedford New College, London, have been asked to grade the teaching skills of their lecturers and tell them if they are boring, evasive or simply incomprehensible.

The latest development in monitoring academic standards is the brainchild of Professor Bill Chalmers, who has issued students on a first year course with a questionnaire, urging them to give their frank opinions on lecturing standards.

The poll quizzes students on lecturers' interest in and concern for them, punctuality, clarity of speech and general attitude.

But the students evidently feel

subject - only 25 per cent of them have responded to the questionnaire, although 18 out of 21 of those praised staff as "enthusiastic and stimulating", rather than "dull and boring".

The lazy image of some students, however, was dispelled by the responses, which included calls for more set work, more discussion of problems and greater depth and detail in course work.

The questionnaire did not always provide unequivocal replies to the questions, however; one student, asked if the course had lived up to expectations, answered with the ambiguous: "Good - but I thought it would be awful."

Harassment code drawn up

Advice for students who have been sexually harassed has been circulated to all directors of studies at Edinburgh University.

The paper, by Edinburgh's Students Representative Council's welfare committee, says instances of sexual harassment within the university are rare, but both male and female staff, perhaps inadvertently, can be guilty of it.

The paper cites the instance of a female science student who was asked out for a meal by her supervisor. "She didn't want to go, but, feeling that a refusal would affect the marking of her work, was disinclined to refuse outright." Her supervisor began ringing her at home, and during the same period, her practical work seemed to be marked more highly, says the paper. "When she summoned up the courage to tell the supervisor what she felt, she found her practical marks dropped significantly."

This is an extreme example of what can happen if problems are not "nipped in the bud," the paper says. However, it claims that a student's complaint is unlikely to lead to discrimination in the marking of work or examinations.

"Most individuals act and make remarks without the intention to offend. Pointing out that they do should be accepted as a constructive criticism, not an insult."

But if a victim feels unable to approach the individual concerned, the paper lists a number of other contacts, including faculty councils, advisory and counselling service, and the student Samaritan service, Night-line.

The university has set up a disciplinary committee which next term will consider the cases of students allegedly involved in the protests. But it was emphasized that many of those protesting are not students.

The university is determined that its academic work will not be disrupted. The injunction was intended to be flexible but fair. A spokesman said: "It ensures that the university can conduct its business and the students can receive their lectures. At the same time it is fair in that if the demonstrators are going to continue their action into the summer term, they will be able to appear before the court and give reasons why the university should not be granted any further injunctions," he said.

The Institute for Research and Information on Multinationals has awarded Professor Sidney Gray of Glasgow University's School of Financial Studies £30,000 to study the power of multinationals, in particular the impact of mega-mergers.

Bristol takes out injunction

Bristol University obtained a High Court injunction this week to stop disruption of this term's final lecture by Sun columnist Professor John Vincent.

Three of Professor Vincent's lectures on 20th-century history have been disrupted this term, one having to be abandoned, because of protests about his newspaper column. The injunction, which lasted only until Tuesday evening after the lecture, named 18 Bristol students who were identified by staff as having participated in previous protests.

The injunction also named the Socialist Workers' Students Society, its servants and agents, in forbidding Professor Vincent was to give his lecture, from preventing anyone including Professor Vincent from going in and out of or travelling to the premises, and from doing anything

disruptive within 100 yards of the premises or intimidating Professor Vincent or any other university officer.

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Industry link scheme collapses

by Maggie Richards

A £60,000 project designed to link new links between higher education, industry and the community collapsed, after just one year in operation.

The Sheffield Link scheme, officially launched in May last year, was the brainchild of Mr Peter Brooke, former education minister. But now, the Department of Education and the Manpower Services Commission which jointly financed the scheme, have refused to fund it further.

The decision has left the local authority, in conjunction with Sheffield University and Salford Polytechnic, trying desperately to find the educational counselling centre the project.

When the scheme was launched last year there were high hopes that it would be the prototype for a new type of guidance and advice for the public and for industry. The scheme was set up principally to provide training among employers and provide a central focal point from which various educational institutions.

But the project also sought to provide a "walk-in" education and training guidance service for the public, incorporated the city's existing educational guidance unit to tackle the need.

During its year of operation the educational guidance locally succeeded in attracting more than 10,000 people. But the industrial liaison, in which the project was primarily funded, proceeded at a slower pace.

Since the failure of the project, further funding, there has been criticism that the scheme was an allocation of cash to the scheme was changed after the start of the scheme.

There have also been complaints that both the DES and MSC were too ambitious in expectations that the project should very rapidly become self-financing, and that more staff should have been permitted to develop the industrial links to be developed.

Last night the steering committee, charged of the project was meeting to discuss what can be salvaged from the project.

Heading the committee is Mr Job Hinnidge, of Sheffield City Council's Commerce, who said: "The steering committee has been given the task of ensuring that the project is not allowed to collapse. We have been unable to do this because PICKUP has been represented on our committee for the whole duration."

He added: "The project only started formally in May and had a life of less than 12 months. Some appointments were not made at the start, so we were talking about seven months' work."

"We do not see how, from scratch, it would be possible for a project like this to run on its own after only a year."

Sheffield University's representative on the steering committee Mr Healy reported that the project proved valuable in establishing links with the chamber of commerce and in attracting adults to the university's mature entrance scheme.

"We shall be looking for ways of continuing this collaboration, and the university will be making applications to support other PICKUP local initiatives," he said.

Mr David Hardy, PICKUP regional agent for Yorkshire and Humberside, said that there had been no change of role during the lifetime of the project, although there might have been a "tightening up" to ensure provision of training for industry.

The aim of funding the project had been to pump-prime the scheme. There had been no guarantee of second-year funding, and if additional resources were required this should have been anticipated and arranged independently from the outset, Mr Hardy added.

He declined to reveal the reasons for the refusal of further funding by the PICKUP national steering committee.

Bennett's axe strikes a stonewall

from William Norris

WASHINGTON

United States Education Secretary Mr William Bennett wants to reform financial support for higher education. So much is well known. He is proposing, among other cost-cutting measures, an "across-the-board need analysis formula", and a retooling of national direct student loans into an income-contingent loan programme.

But talking about such moves is one thing - getting them into law is quite another. And it looks as though Mr Bennett has missed the boat through the sheer inefficiency of his department.

The lapse is curious. Ever since the last year, Congress has been considering a bill to reauthorize the Higher Education Act - the act in which Mr Bennett's proposals would have to be inserted. In December, after vain attempts by Congressmen of both parties to get some form of words out of the Education Department, the House of Representatives went ahead and passed its own version of the bill.

But weeks passed, and nothing happened. Now the train has almost left the station, and the Republican chairman of the committee, Senator Robert Stafford, has made it clear that he is not prepared to delay the final stages of the bill for the sake of Mr Bennett.

The unfortunate man in the middle is Mr Ronald Kimberling, just appointed as assistant secretary for postsecondary education. Mr Kimberling was reported recently as saying that the department was "mindful" of the deadline, and was "working very

This made very few changes from the existing Higher Education Act.

The bill then passed to the Senate Labour and Human Resources Committee, which has also been waiting for Mr Bennett to lay something substantive on the table. More than a month ago he outlined what he had in mind, and promised to put legislative proposals forward. He was sure, he said, that Congress would pay close attention to the administration's ideas before completing its work. "We don't think we'll miss that train," Mr Bennett said confidently.

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hard to finalize the legislative language".

But even if the legislative language does emerge at this late stage, the word on Capitol Hill is that an irritated Congress is unlikely to take much notice. Mr William Blakely, aide to one Democratic member of the Senate committee, Senator Paul Simon of Illinois, said Mr Bennett's proposals were already being described as "dead on arrival".

"They are very extreme, and they are arriving very late in the process," he said.

Part of the delay comes from the office of management and budget, which has still not completed its cost-savings sense of disappointment, said one OMB analyst this week. "It may well be too late. The whole thing is extremely unfortunate. I think it is clear that the administration has dropped the ball."

Exactly why the Education Department has furnished the pass for so long remains something of a mystery. Some observers put it down to internal

Mismatch which led to a lost generation

by Thomas Land

A group of authoritative new employment analyses prepared by a United Nations organization in Geneva blames a disastrous mismatch of available educational qualifications and the skill needs created by the emerging technologies for the lost career prospects of a generation of young Europeans.

Higher education no longer implies a promise of employment, the International Labour Organization (ILO) says in a survey covering both Eastern and Western Europe. "University graduates still enjoy an advantage over secondary school or vocational school graduates," a spokesman explained after a specialist conference. "But people with more and possibly better education are filling positions that used to warrant less education or training."

A recent French study found that over half of all jobs held by graduates are not in line with their education and qualifications. As many as a quarter of all graduates in economics and management were found to be holding jobs inconsistent with their training.

The employment market is similar in most of Western Europe where jobs in the manufacturing sector have declined while the expanding service sector has failed to generate enough alternative work to occupy the newcomers.

As a result, many graduates have lowered their job expectations. Exasperated workers are now forced to seek the jobs which, back in the days of mass unemployment in the 1960s, used to be reserved for young school leavers. Yet the expanding high-tech industries frequently encounter job shortages.

And the centrally-planned economies of Eastern Europe provide a mirror image. Instead of unemployment, they face severe manpower shortages. Nevertheless, one feature

common throughout the continent is the "under-utilization of economic and human capacity", the ILO says.

Eastern Europe's changing economic climate has produced a growing pool of people in transit between jobs, retraining and further education. Many are seeking occupations quite different from those for which they have been trained.

Engineers in Poland, for example, spend 30-50 per cent of their working time in occupations inferior to their qualifications. "In order to stay in urban areas," an ILO study observes, "30 per cent of all graduate engineers accept jobs for which secondary school education would be sufficient - clearly a waste of skills."

Several innovative approaches are now being tried by West European countries to ease the transition of young graduates into working life. One of them involves local employment initiatives by the jobless, with active financial support and expert guidance provided by governments or local authorities. Italy, like Britain, has enlisted the support of large private companies in job creation. There are an estimated 12,000 self-help initiatives in West Germany, with about 110,000 members.

The ILO's employment analyses were discussed in depth recently by an advisory meeting held by government, industry and trade union representatives. Their conclusions will be studied carefully by policymakers in many countries.

They agreed that industrial policies focused on job creation should be supported by co-ordinated labour market, education and training strategies bringing the qualifications of young people into harmony with the changing needs of the workplace.

For a start, they emphasized the need to strengthen the existing weak links between educational establishments and industry.

Freshmen join 'jungle fight' for electronics courses

by Fay Haussman

Traditional career preferences for Brazilian freshmen candidates have always been medicine, law and engineering, with the rest randomly distributed among other choices. Now, the trend towards "the career of the second half of the 1980s" is clearly visible.

In Rio de Janeiro, mathematics is suddenly taking fourth place in the computer sciences. In São Paulo, the general scramble for admissions to electronic engineering courses has been called a "jungle fight".

The target for many of them is the prestigious Technical Institute of Aeronautics, in São José dos Campos. It was created in 1947 when there was barely any national technology. It had just inaugurated its first

drive for "import substitution". Automobiles, all capital goods and most consumer goods still had to be imported from abroad.

In contrast to the huge universities created in Brazil whose graduates were instrumental in the nation's industrialization, ITA has remained a relatively small school, dedicated specifically to the training of elites. Even though it is maintained by the Ministry of Aeronautics and offers students admitted to its five-year courses free tuition and all living expenses, it is a school for civilians, obviously called from the most gifted applicants.

From around 4,000 candidates only 120 to 130 are admitted each year. Many of the heads of Brazil's new computer industry are graduates of ITA's electronic engineering department.

At the end of 1984, Brazil's Congress passed a law under which the manufacture and marketing of mini and microcomputers remain, until 1992, reserved exclusively for enterprises with 100 per cent Brazilian capital. The controversy around the law continues to split the experts into Guelphs and Ghibellines.

The head of the Guelphs is Senator Roberto Campos. Brazil's former ambassador to the UK. To summarize in two words his lengthy and tireless remonstrations, he condemns the market reserve and the bureaucracy watching over its implementation as being "counter-productive" and "obstreperous".

The head of the Ghibellines is an internationally known educator, Claudio de Moura Castro, a member of IPEA, part of Brazil's National Centre of Human Resources, CNRH. For him, the temporary market reserve, which in the case of computers is

overseas news

disagreements, a high turnover in the department's top positions, or Mr Bennett's basic lack of interest in higher education policy. Whatever the reason, the time has slipped away.

"What kind of administration tries to influence legislative policy by ignoring the Congressional process?" Charles Saunders of the American Council on Education asked. "It is just too late in the process for them to have much of an effect."

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Job threat to Catholic theologian

Charles Curran, professor of moral theology at the Catholic University of America, may be about to lose his job because he refuses to retract his views on birth control, divorce, and other issues on which he disagrees with Rome.

"It's my church as much as anyone else's," the Reverend Curran said at a news conference last week.

He said he had been informed officially that the Vatican's powerful congregation for the doctrine of the faith had concluded a six-year investigation into him, and that Pope John Paul II has approved the strips. This could lead to his being stripped of church recognition as a Catholic theologian.

The penalty is relatively rare and was last imposed publicly in 1979 on the Swiss theologian Hans Kung, who lost his charter to teach theology at Catholic University in West Germany. A similar punishment is proposed in Curran's case, although officials at Washington's Catholic University have told him that he could continue to teach in another department.

Curran has refused this offer, claiming it to be an unacceptable answer to what he considers an assault on academic freedom.

He denies that he has advocated artificial birth control, divorce, abortion and homosexuality - merely teaching that they were not "intrinsically evil" and could, in certain circumstances, be morally chosen.

"On particular issues," he said, "there is no doubt that many Catholic theologians and faithful do disagree sharply with official teachings such as those on contraception, sterilization and the indissolubility of marriage."

"From this, it should be evident that the positions taken by me are neither radical nor rebellious, but are in the mainstream of contemporary Roman Catholic theology. It is unjust to single me out for disciplinary action of any type when so many other Catholic theologians hold the same basic position."

Charles Curran's feud with the Vatican is long-standing. As long ago as 1968 he acted as spokesman for a group of 600 Roman Catholic theologians who publicly disagreed with Pope Paul VI's encyclical on birth control, and he has published widely on sexual ethics.

Two weeks ago, he went to Rome where he met Cardinal Joseph Ratzinger, head of the Congregation for the Doctrine of the Faith and prominent among conservatives who have been trying to rein in the liberals in the church. He was told that he must retract his positions or give up his post.

Curran has offered a compromise, agreeing not to teach sexual ethics at the university. Thus far this has been rejected by the Vatican.



University of California medievalist Robyn Fleming (left) and Katharin Mack check a data base printout of the Domesday Book they are developing with medieval history professor C. Warren Hollister which will allow sophisticated analysis of the book which is 900-years-old this year.

Campus break-up opposed

from D. B. Udagama

Proposals from the Urban Development Authority for a university township at Kandy, shifting some faculties of the Peradeniya University and moving some government and commercial institutions to the campus, is being opposed by academics at Peradeniya and the Lanka Sama Samajist (Trotskyist) Party.

The intention of the proposal is to "redevelop" the campus areas of the Peradeniya University in a township whereby the university would be "redesigned" and a decentralized scheme introduced to develop closer links with the community and institutions of higher region.

It would involve shifting the

Row over shorter degrees

from David Dickson

Nevertheless, the proportion of

The SKN report of Polish science and learning, which presents a grim picture of official neglect and deliberate run-down of scholarly life by the authorities, was ready by mid-November and – apart from being distributed to the Solidarity network – was mailed through the official post to most of the persons officially invited to take part in the congress. Very few of the addressees, the SKN reports, ever received their copies.

Finally, the survey revealed 58 per cent of the students as being "very interested" or "quite interested" in politics, compared to a national figure of 41 per cent in a separate poll last September - law students showed the greatest interest, with 80 per cent falling into these two categories.

KINGSTON
pontaneous demonstrations, barri-
cades at all entrances to the Mona
campus of the University of the West
Indies and the nearby Colleges of Arts.

Kenyan students have protested to the government about delays in the payment of teachers' salaries, especially to newly-employed graduates from Kenyatta University and other teacher training colleges. The government is already under pressure to increase teachers' pay to put them on a par with other professionals.

In 1973, according to the ABS report, there were only 23,000 full-time TAFE students.

Third-year engineering and graduate Ulick Stafford topped poll in the presidential election at University College, Dublin, the country's biggest college.
The phantom president

There has also been a marked change in the age profile of higher education students, according to the statistics. In 1974 the great majority of university students were in the 19 to 24 age groups. Since then there has been a shift in the proportions of students in the 25 to 34 age group, which has increased from 10 per cent to 17 per cent, and the 35 to 44 age group, which has increased from 7 per cent to 11 per cent.

Richard Layard, laid the firmest foundations on which the expansionist views of the Robbins report were based. Robbins himself called the six volumes of appendices which accompanied the report "one of the most

er's Government, he sees only dissatisfaction and unhappiness in the people with whom he keeps in regular contact. "The single worst feature of present-day Britain is the low priority given education, and higher education in particular. It is so desperately short-sighted and will be regretted for years to come."

Pianist playing with figures

Sadly, the evil episodes which unfolded in 1930s Germany began to

He tentatively blames the public schools, and the establishment's emphasis on country pursuits.

"Art is an easy thing to attack, but in many ways we are a victim of our own success. We have done so well that our needs have increased enormously, but the increase in recent years of private funding has helped us to keep up. Raising them. Government and busi-

jects. Happily, schoolchildren are not taking any notice of it."

Vision and imagination are key themes in Sir Claus's life and work. The most despicable facet of Government thinking in his analysis is its non-visionary approach, and if efficiency were to become the ruling force in society, then there were many

in society, then there were many Government departments and ministries which should be closed down tomorrow.

"I was still very concerned about the academic soundness of everything I did, but I suddenly thought about putting it into action and helping to change the world." His highlight, apart from Robbins, was his work on the Reebman housing scandals, where un-

That, he concedes, might have wait for a change of Government. He has himself switched his allegiance from the Labour Party to the Alliance in recent years. His immediate political hopes centre on a mass rebellion in parliaments when they realize the futility of the present situation.

have also impressed – “as unlike C. Snow as could be invented” – helped to renew his vigour in the fight against philistinism. If the banners of culture and education for their own sakes ever needed a wave on the battlefield, it would find one of their most passionate advocates in this peaceful corner

the higher education world, perched on a piano stool and thinking much about his own vision of the future that he would care to admit.

Mention the name Darwin and every one thinks of Charles. Mention the name King-Hele and people think there must be two space scientists and a literary critic.

But Dr Desmond King-Hele is both. The first, fellow of the Royal Society in space science and deputy chief scientific officer with the Royal Aircraft Establishment at Farnborough, is also the author of a well-known book on Shelley, two volumes of verse, and several books on the life, work and influence of another poet-critic-scientist: Erasmus Darwin grandfather of Charles.

Dr King-Hele was already at RAE Farnborough (he went there straight after Cambridge in 1948 to work on ballistic missiles as an alternative to national service) when he discovered Erasmus Darwin.

He had also already embarked on his literary career. Son of a Sussex Customs officer, he read poetry as light relief during his mathematics trips. The Romantic poets, particularly Shelley, appealed to him then, "perhaps because of the element of protest. Since then I have come to appreciate the late 18th century more, and regard the Romantics as having some less desirable traits: self-advertisement for example."

As he read Shelley's poems he made notes in order not to forget what he thought. Then he began to read the critics, and disagreed with them so strongly he turned his notes into a book. The result was *Shelley: his thought and work* published in 1960.

The critics accused him of writing sloppily "when they were writing even more sloppily themselves. I analysed the *Ode to the West Wind* showing the cloud forms described by Shelley were perfectly specific and accurate, whereas other people said they were vague. But then a lecturer in English Literature wouldn't know that."

The Shelley book, now in its third edition and a standard work for sixth-formers and undergraduates, made him better known than his scientific career probably ever will. But in space research, King-Hele is a substantial figure. He was working at Farnborough on high altitude research rockets and earth satellites from 1953-



Dr King-Hele: uphill task

Karen Gold talks to Desmond King-Hele, critic and scientist

four years before Sputnik was launched in 1957.

Since then his work has concentrated on calculations about the orbits of satellites and the qualities of the earth's surface and atmosphere. His science books, mainly on satellites, outnumber the literary ones, but he prefers writing the latter. It makes a change to do something different from his daytime work in the evenings, he says.

During his research on Shelley he discovered Erasmus Darwin. Darwin's career throughout his long life (1731-1802) was medicine; he was a poor man's doctor who also treated the poor for free. But his hobbies were ideas: literary, philosophical and technological - his inventions included a mechanical writing machine; his word coinings include oxygen and hydrogen - and poetry.

That too he has in common with King-Hele, who has two books of verse in print. They are clearly Augustan influenced: witty, formal, neat, sometimes touching, poems and word-games, often - like Darwin - on nature seen through the eyes of a scientist.



Evolution of the Romantic poets (by a space scientist)



Erasmus Darwin: popular poet

"They are the things I take most trouble over... I suppose it's rather similar to writing mathematical formulae. Mathematical formulae are satisfying because they are expressing in a very sharp form a very wide law of nature."

"One expression encapsulates the motion of all the planets and satellites around the earth. I find that very satisfying. I regard poetry as being akin to that. That's at its best - I'm not saying mine is."

Darwin's long poems, "The Botanic Garden" and "The Loves of the Plants" - the latter an ironic treatment of plant sex life - were among the most popular books of the late 1780s and 1790s. That popularity lies behind Dr King-Hele's latest book, published today: *Erasmus Darwin and the Romantic poets*.

It traces, sometimes laboriously, the thread of Darwinism - new vocabulary, images, philosophy - through Blake, Wordsworth, Coleridge, Shelley, Keats, and a host of other poets and prose writers. Mary Shelley's *Frankenstein* acknowledges in its preface that the well-known scientific experiments

of "Dr Darwin" inspired it. At the same time, King-Hele argues, Darwin's heroic style acted as a spur to Wordsworth and Coleridge in developing the simpler forms and style revealed and defended in their 1798 *Lyrical Ballads*.

He took five years on the book, following his usual pattern of research in the Cambridge University Library and writing at evenings and weekends - more in winter, less in summer, owing to the demands of the garden. It is scholarly rather than theoretical; he denies with embarrassment the somewhat grandiose dust-jacket claims that the book contributes to the debate about the nature of poetic originality and influence.

It is the book of a scholar and a gentleman. "I am perhaps more of a general reader than a literary critic," he says. Behind it, like his previous books on Darwin (two lives and an annotated letters) and Shelley, was a sense of injustice. The scientific establishment has ignored Darwin's pioneering ideas on evolution, giving all the credit unfairly to grandson Charles, he argues. His next book will

deal with the relationship between them. The literary establishment failed to recognise Darwin as the most important single influence on Romantic poets.

But it is an uphill task. "The books in the Darwin books won't be as popular as the books in the Shelley books," he says. "The books in the Darwin books won't be as popular as the books in the Shelley books."

"My biography of Erasmus Darwin was in the medical part of the library therefore I knew if I wanted to make any impact on the literary world I would have to write a book that was classified as literary."

That leaves Dr King-Hele as an outsider, not only in the literary world but also in the scientific one.

"Most of my colleagues don't know about the books and the poetry because they are narrow and are completely unaware of it. The poetry who are aware vary, between regarding it as harmless eccentricity, and as peculiarity which unites me to the highest poets in sciences."

Battered defences, tattered turf

The cold blast of change which whipped through Britain's economy from the mid-1970s has remoulded the features of many long-established communities. In the first of a two-part feature, Philip Cooke examines the painful restructuring process in the face of recession.

The winds of economic change have been hitting the UK with gale force during the 1980s. Long-present weaknesses in our defences against world economic competition have been breached and many established features in the landscape have had to disappear to avoid disappearing altogether. One of those features, as much social and cultural as economic, has been the attachment of communities to their historic territories, local or regional.

An abiding tension in the space economy of the UK is that between the defensive attachment of, especially, working-class communities to their "turf" and the relative indifference of financial and industrial capital to such local constraints. Nowhere was this tension more sharply delineated than in the recent conflict between the National Union of Mineworkers, arguing fundamentally for the retention of communities dependent on single-industry local economies, and the National Coal Board, committed to pulling out of such communities where they could see no economic justification for remaining active within them.

An important part of the broad consensus that typified British politics from 1945 to 1979 incorporated this tension and tackled it in two ways. On the one hand, nationalized industries which were spatially specific like steel and coal had the profit motive partially substituted by a social welfare function which enabled them to employ more workers than a strict adherence to market principles of labour-cost accounting would have allowed.

On the other hand, regions in which such industries tended to predominate received special government assistance to enable them to broaden their industrial base, thereby retaining population when jobs were lost locally as pits or smaller steelworks closed permanently.

Of course, many workers from such industries did migrate to the better-off heavy industry areas or the new and expanding towns of the south-east or Midlands. But the basic principle of bringing work to workers predominated. Politically, Labour culture was thus reproduced in its traditional strongholds, and Conservative culture remained relatively undiluted in its agrarian and suburban localities. The political battleground was often in precisely those constituencies made marginal by newer industrial growth in the Midlands and outer south-east of England. The two-party system was thus embedded in geographical space.

A combination of harsher competitive winds from the developed world, especially the EEC and Japan, abetted by the "little tigers" of the Pacific Basin such as Taiwan and South Korea, and a UK government committed to forcing British industry to meet the challenge by a recourse to unadorned market principles has dealt the severest blow to those areas that were beneficiaries of the postwar consensus.

The steel unions were picked off early as easy targets and the industry "shut down" to "restructuring": the coalfield strongholds were preyed upon by the "enemy within" when pits have been closing every other week with the same aim in view; and regional aid has been halved with the intention of being "compete, compete" if they are to recapitalize. It is ironic that the return to perceived "Victorian values" has probably killed off the vestiges of Britain's Victorian apollonian division of labour.

As the continuing growth of employment in the service economy, now accounting for some 65 per cent of output and employment, the growth of industry (including high-technology) in rural settings and the emergence of the Cambridge-Bristol growth axis based on aerospace, computing and

software research have helped change the two-class nature of British social space and the two-party nature of its politics.

These are clearly macro-level observations about the changed political economy of the UK. They focus on shifts which have arisen from the changing inter-relationship between the national and world economies, one effect of which has been to restructure the geography of production in new ways. People perceive change most clearly in their own localities even though they may be dimly aware of the rise of new economic powers if only because of more Japanese cars or Hong Kong clothes.

So what has been happening to localities as a result of the economic storms of the recent past? A 30-locality collection will shortly be published by ESRC as part of its *Changing Urban and Regional System in the UK* research programme. The study *Global Restructuring: Local Response* is the product of five regional conferences held in May 1985 at which researchers gave accounts of recent economic and social change in localities they had been studying for many years.

Although the reports tend to focus on places where dramatic change has occurred, often of a negative kind such as disinvestment and large-scale job loss, they nevertheless provide a unique, fine-grained portrayal of the condition of Britain in the mid-1980s.

The localities in question fall into five labour-market types: Specialized, where a range of occupations occurs in a single, predominating industry, for example oil in Aberdeen or textiles in Bradford. Diffuse, with a variety of occupations in diverse, small and large-scale industry and services as at Swindon or Stevenage. Heavy/branch, where there is a predominance of less-skilled production work centred on coal and steel, and in the operator grades prevalent in branch plants, as in parts of Glasgow or the north-east of England. Skilled, where craft occupations are pronounced, as in engineering labour markets such as Coventry and Birmingham. Fertilized, where there is an especially high incidence of service-sector employment as at Chel-



On the defence: miners guarding their communities for their children and (inset) the silent steelworks at Corby.

tenham or Lancaster.

Specifying "locality" in terms of local labour market structure may seem unduly reductionist, but it is an important conceptual base for two reasons. First, local labour markets are the principal means for allocating income to wage-earners. Second, labour markets represent a key nexus between the local economy, as a purchaser of labour, and local society as its supplier, through its families, schools and informal networks. Thus, the social structure of localities is heavily influenced by the nature of their local labour markets but, simultaneously, the nature of local social structure affects the kind of labour market opportunity available locally.

Local context, the cultural history of a place, its environmental image, attractiveness in the housing market and so on are also important.

Take three localities with a comparable mix of jobs, Southall, East Liverpool and Stevenage - all falling in the diffuse labour market category. Despite their geographic separateness, Southall, on the edge of the buoyant outer London area, and East Liver-

pool on the edge of the depressed Merseyside conurbation have an almost identical local class (though not ethnic) structure.

Nearly a third of workers are skilled-manual (Registrar General's definition), a little higher than nationally, while only around a tenth are professional and intermediate in status. Stevenage has an identical proportion of skilled-manual workers but a third of its workforce are professionals and intermediates, making it a much more class-divided locality than blue-collar proletarian Southall and East Liverpool.

Stevenage, of course, is in the London commuter-belt, has a good supply of housing and a history of stubborn conservatism by no means completely effaced by its designation as one of Britain's first New Towns.

Localities have their uniqueness, therefore, deriving from their social, cultural, political and economic histories. These differences have to be borne in mind even though social science inevitably involves making conceptually-informed generalizations. And such generalizations can have great

descriptive and analytical value. For example, the labour market categories employed here reveal interesting variations in the rate of change in unemployment levels over the 1972-1982 period.

The diffusely industrialized localities such as Ashford, Swindon, Stevenage and Warrington, often thought of as relatively buoyant, display a mean increase in unemployment of 430 per cent; the skilled engineering category has a 351 per cent rise, just ahead of the specialized labour markets at 342 per cent although if buoyant Aberdeen is removed from the latter calculation the remainder, three of which are southern naval dockyard towns - Portsmouth, Plymouth and the Medway towns - show a mean increase of 390 per cent. It is in the services-dependent localities such as Cheltenham, Lancaster and East Devon that the lowest rate of increase of 210 per cent is recorded while the northern heavy-industry localities register a comparatively low 265 per cent increase.

The restructuring strategy of rationalization of employment is responsible, whether as "slimdowns" in the Midlands car and metropolitan electrical industries, or closures as with metals, peripheral car plants and the food-processing industry around Liverpool and central Scotland. The role of government has been controversial, with nationalized industry such as British Rail closing workshops in Ashford and Swindon, the Ministry of Defence closing naval dockyards (although expanding GCHQ in prosperous Cheltenham) not to mention more widespread job-loss in local and national government. Only in private consumer and some producer services has employment growth been the norm, and even here there are signs of rationalization.

For those communities that have survived the storms of recession there are significant changes taking place in both organizational and locational strategy. Most obviously in the steel industry, but clearly visible in the car industry too a process of spatial concentration has been underway. Managements have been moving towards achieving greater flexibility from workforces, production systems and suppliers.

Local social structure has been polarized by labour market changes and real reductions in welfare benefits which affect the poor most. This polarization is a complex process in which, on the one hand, blue-collar grades have been disappearing rapidly due to rationalization and automation, while demand for professionals and intermediates and some categories of skilled or qualified worker has been rising. In branch plant, skilled and some specialized local labour markets this gives rise to the problem of the "missing middle" as the underclass of unemployed and the service class of professionals both grow at the expense of blue-collar manual strata. In terms of both higher and lower order services employment may grow, though an increasing proportion of lower order employment is part-time, feminized and poorly-paid.

In the face of economic restructuring and social recomposition there has been a re-emergence of political localism. In those constituencies with a strong presence of professionals and intermediates there is little sign of an erosion of Conservative support; equally Labour support is reasonably stable in constituencies with a preponderance of manual and unemployed workers.

Political volatility is more pronounced in those constituencies where class structure approaches the British mean, especially where there is a perception that the present Government bears direct responsibility for local ills.

Localism extends too into policy responses to rationalization, de-industrialization and the consequent problem of unemployment. Local enterprise boards and initiatives have flourished in Birmingham, Coventry, London and Sheffield, and many other localities such as Warrington, Bathgate, Dundee and Nottingham have developed imaginative strategies and agencies dealing with youth training, community action and job-creation.

Not all localities have done this, and all recognize the futility of such survival strategies in a context of global recession and reduced public expenditure. Some have been able, through luck or judgement, to ride out the storm reasonably safely - others are still struggling to fill their remaining sandbags.

The author is reader in planning at UWIST, Cardiff.

Marriage lines

Rona Sutherland jokes that she needed something to cheer her up after a cold, grim winter in the north of Scotland, so she decided to get married.

Fortunately, her RAF boyfriend had his own compelling reasons for matrimony: he was about to be sent to the Falklands and was anxious to qualify for the married man's overseas allowance. But organizing the wedding proved more than a little complicated.

Rona, a St. Andrews university psychology graduate, had taken up a one-year post as an adult education worker in the Highlands, a five-hour drive from St. Andrews. The organizational burden fell entirely on her, as her fiancé was in Scotland, but every time she attempted to come down to Fife, the roads were blocked with snow.

Eventually, she managed one weekend before the wedding, when she bought her dress, but all the other arrangements had to be made by phone.

"I thought there must be other people in the same predicament, especially students who want to come back to be married in the university chapel," says Rona, who as a result decided to set up her own business, organizing weddings.

She successfully applied last year for a place on the Graduate Enterprise scheme course, which ran from September until Christmas, and, aged 24, opened her St. Andrews shop, *Runpelsliskin*, in mid-January.

Graduate Enterprise was launched in 1983 by the Scottish Enterprise Foundation, based at Stirling University under the directorship of Professor Tom Cannon, head of Stirling's department of business studies.

The manpower Services Commission pays the graduates a training and accommodation allowance, backed by a market research grant where necessary, and the scheme has also attracted sponsorship from business and financial interests.

Twenty graduates attended the

Olga Wojtas meets Rona Sutherland who has set up in business through the Graduate Enterprise scheme

first course at Stirling University. Last year two pilot schemes were launched in England and Wales and in the coming session courses will be extended throughout the UK for around 120 prospective entrepreneurs.

Applicants submit their business ideas to local panels of academics and business people, with the final selection made through a national panel.

The courses cover such topics as market research, book keeping, accountancy, tax and personnel management. But different types of course have now evolved, Professor Cannon explains, partly to cope with the numbers attracted by the scheme, and partly because of the heterogeneity of their plans.

The Stirling course is primarily residential, and aimed at businesses likely to expand quickly and to employ a number of other people. The Graduates in Action programme runs at weekends for graduates who have already established a business, and cannot attend weekday classes.

In England, Professor Cannon adds, one initiative, Graduate Extension, is for graduates who do not necessarily want to start their own business, and places them with small ventures already underway.

Rona attended the graduate resource and initial training at Queen Margaret College in Edinburgh, geared towards businesses likely to be established quickly, which therefore require longer periods of market research during the course.

"There were 15 of us on the course, and we used to have violent arguments about whether entrepreneurs are born or made. I come from a family of dreadful ditherers, but I like to get ahead and do things," she admits.



Rona Sutherland (left) and her sister Morven in her shop

"You probably have to have a reasonable amount of confidence in yourself, and you can't be afraid of responsibility. I'd rather take the consequences of my decisions than of other people's."

She had already considered setting up her own business while at St. Andrews, when she saw students queuing at the one photocopier, and waiting for two weeks to have their essays typed.

However, a local printer began a photocopying and binding service before Rona had applied to Graduate Enterprise, and she therefore took the Highland post.

During her university course, she ruled out becoming a clinical psychologist, partly because of the depressing application figures of 4,000 for 110 posts. She was attracted by educational psychology, but reluctant to undergo the five or six years' necessary training and experience without the guarantee of a post at the end of it.

She does not consider her four years at St. Andrews wasted, how-

ever, "I don't think university is purely about getting a degree. It gives you a chance to mature and learn about other people. It teaches you tolerance, and how to assert yourself."

A university course is also useful for someone setting up a business, she believes. "You're used to working on your own, and timetabling yourself. I think people who have only worked for other people probably find it more difficult to organize themselves."

Organizing herself included balancing on a tilting ladder in a blizzard to paint the outside of her shop, whose keys she acquired only four days before the opening.

The compact and attractive shop stocks a range of wedding dresses and accessories: Rona found through her market research that simply organizing weddings would not be enough to support her.

She does not charge customers for the organization, however, but relies on commission from, for example, hotels, photographers and caterers.

Currently, she employs her younger sister, Morven, and hopes to offer a service locally of transporting the cake, relatives, or flowers on the morning of a wedding, or even simply making coffee for the newly fraught protagonists.

A further service is possible in the long term: Morven currently holds a private pilot's licence, and plans to gain a commercial licence, enabling her to ferry wedding parties to far-flung destinations. "As long as I can still see the Tay Bridge," she qualifies self-deprecatingly.

Rona anticipates it will be five years before she breaks even. "I'm going to make a loss of £7,000 in the first year. The rent and rates are extortionate, much worse than in London." The business has cost £10,000 to set up, half from the bank and half from her parents.

"I did find it disappointing that you were expected to put up 50 per cent of the capital yourself. I assumed the Graduate Enterprise would give you some sort of introduction, and that the bank would expect you as a graduate not to have any money."

"I don't think the banks would appreciate how important it is to the future the graduate who is an entrepreneur is going to be," says Tom Cannon. "They still have to learn that a knowledge-based industry revolution is taking place. But have said that, the graduates' ideas stand or fall in the marketplace. Nobody's going to buy anything from them because they're graduates."

However, Professor Cannon adds that while under normal circumstances 60 to 70 per cent of new businesses fail, the rate for Graduate Enterprise is less than 20 per cent.

Rona for one is determined to succeed, not least because she has her parents have written off their contribution as "a dead loss". But she says the graduates on her course do not go into the professions, she says.

"I want the money to be a deferred loan. I did my worrying before I started. I thought I would be a discharged bankrupt at 24. Now I see people actually coming into the shop, it's not so bad."

The politicians



Christopher Price, ex-Labour MP and former chairman of the Commons select committee on education

Lord Croham should concentrate on three issues - accountability, research, funding mechanisms to promote policy. He should also bear in mind that his recommendations will lead to UGC/NAB comparisons. His terms of reference include a tripartite overlay. He should pay attention to it. In all he does, he should try to make the UGC appear more NAB-like - or at any rate reflecting the "open" features of NAB.

Accountability. The UGC was in origin and remains a cosy, establishment deal. It needs to be more transparent - more accustomed to

admit the reasons for its decisions. In particular, the UGC's advice to government about the amount of money the universities need should be open, and their reasons for differential cuts on particular institutions should be defended on a rational basis.

Research. Croham should limit automatic funding to what the universities need for teaching. What they need for research should be bid for - from a pool to which the polytechnics also have access. All the strong universities would do well out of this system. But it would make research funding explicit, and put that sort of rigour into university funding which has been in polytechnic funding for some years now. The Government could then move quickly to equalize funding for research across the binary line.

Funding to underpin policy. Croham should investigate ways of paying universities to do these jobs which the country needs doing. If the Government wants greater emphasis on continuing education, or transitory initiatives, it should have mechanisms to achieve these objectives, by paying differential amounts to those universities willing to deliver the goods. Some of these mechanisms are being developed already, but they are not used rigorously. On the "switch to engineering" the UGC was very much less strict than NAB about the raising of "matching" industrial money.

of 1981, has lucidly argued the case for expanding student numbers, for a higher proportion of the age-group going on to higher education, and for a major effort in continuing education, including the upgrading of professional and technological skills. But the UGC cannot take its argument much further. It is not, and should not be, a campaigning pressure group, for such a role would destroy the necessary trust it and the Government of the day.

Yet the times cry out for a campaigning pressure group. Higher education in Britain is of high quality, has the lowest wage rate of any major country, and produces graduates efficiently and economically. In presenting its case, however, higher education is all too easily divided against itself, the universities against the polytechnics, each institution against the other.

The vice chancellors already do of course consult with the committee of directors of polytechnics, as the UGC consults with the NAB. But the two are not the same. There should indeed be an "over-arching body" though I dislike the implication of duplication in that phase. The new body should be small, and should not attempt to represent all the different interests, for that would neutralize its impact.

One other organization innovation is required, in the vital and neglected area of continuing education. The new scheme proposed by the CNA for a credit of non-degree courses and of experiential learning, combined with mutual recognition of credits between a range of higher education institutions, offers an exciting way forward.

not equipped with the necessary expertise to get involved in the task of dividing up the money between the different universities. That must be a decision based on the assessment of the relative value of the different courses and departments of the value and importance of their research, and is better done by a group consisting predominantly of experienced academics.

Further, it would not be desirable for the Government to get involved in such an exercise. I have no doubt that the universities would themselves consider that it was undue interference by Government with their own independence and autonomy.

Of course the semi-independent, semi-departmental relationship of the UGC with the government, whereby its chairman ranks as the second permanent secretary of the Department of Education, where the staff is on secondment from the Department, and yet the committee itself, although appointed by the

Kicking up a racket for protection



Sir Edward Parkes, vice-chancellor Leeds University and UGC chairman 1978-83

In March 1985 the Steering Committee for Efficiency Studies in Universities, under the chairmanship of Sir Alex Jarratt, reported. Among its recommendations were six addressed to Government. Five of them were concerned with actions by Government which would lead to the more effective use of public funds. To no one's surprise, these the Government entirely ignored. The present administration has demonstrated no practical (as opposed to rhetorical) interest in this matter: its arbitrary cuts in public spending commonly lead to a worsening return to the taxpayer on his investment. The sixth of Jarratt's recommendations, however, involved no reconsideration by Government of its own policies and actions, and could be accepted and indeed welcome as a serious question as to the role of the Government which the steering committee had raised.

There was thus born the committee under the chairmanship of Lord Croham "to review, within the context of expected developments in higher education, the University Grants Committee's constitutional position and role in relation to the Government and to the universities, its membership, its internal structure and working methods, and its secretariat." The arrangements for the committee's working are constant with the rest of the present Government's actions in the field of education: the scale of the secretariat is inadequate to the task, and the members (most of whom start with very little prior knowledge) are to report within a time limit which gives them scant opportunity to master their extensive brief, which includes the complex medical school/NHS interface. Lord Croham's committee deserves our every sympathy and our every help.

Lord Croham is asked to report "within the context of expected developments in higher education", but is given no more guidance as to what these may be than is available in the lamentable Green Paper. The fate of the universities will in practice probably be largely determined by the

UGC under scrutiny

For or against restructuring: the people most closely concerned present both sides

complexion of future governments. Universities tend to flourish with governments of a centrist persuasion and to decline as they become more extreme.

The ostensible reasons for anti-university attitudes among rightwing Tories and leftwing Labourites may differ (congeries of non-productive layabouts, or bastions of the bourgeoisie) but the underlying dislike is probably the same: universities have a stubborn concern for the responsibilities (not rights) of the individual which accords ill with totalitarian polity. With the present Tory administration influenced (at least in educational matters) by its right wing, or with a possible succeeding Labour administration influenced by its left wing, substantial university support for the universities is unlikely. So where does this leave Croham and the UGC?

It seems improbable that we shall see a future UGC exercising the overall long-term planning role, with substantial state funds at its disposal, which it did in the third quarter of this century. Whether the UGC will have a part to play at all, must, of course, depend upon the nature of our society and our economy. If, as Prince Charles has suggested, we end up as a fourth-rate nation, we shall not be able to sustain universities in their present form and the UGC will be irrelevant. If, however, we have aspirations to be a third-rate or even a second-rate nation, some parts of our society will have a need for the products of universities, and means will have to be found for funding them.

The most probable scenario would seem to be a multiplicity of sources,



Edward Parkes: "Aspirations to be a second-class nation"

pack of cards. The whole edifice would collapse. The decision to give a higher grant to one university would have to be matched by a decision to take money away from another.

That is why, as I realized in 1981, the powerful political pressure that may be mounted in favour of any particular university (in that case Salford, Aston and Bradford) has to be resisted.

In its relationship with individual universities right? If it is to carry out the task of shaping the overall structure of our universities, as I believe it should, then it must have the power to recommend the closing of whole departments within universities and to indicate the number of undergraduates on which the universities rightly maintain their claim to independence, then the only way they can seek to impose their view is through future financial sanctions.

with the non-UGC providers and, very specifically the way in which their money is spent. Government itself is unlikely to follow an interventionist policy, and the UGC may all too readily be forced to damage-limitation and gap-filling. I regard it as the prime task of Croham's committee to try to prevent this happening.

The UGC needs protection from Government and protection from itself. The recent theft by Government of university funds for redistribution by an interdepartmental committee is unlikely to be the last of its kind. It is important that the decisions taken place before the budget gets into the UGC's hands, and afterwards. That the UGC should be the sole arbiter of the distribution of recurrent grant may need the protection of statute and not merely convention. Given such protection, even though the magnitude of future grants may be unknown, the UGC can perform its most important task - long-term planning. That planning, however, is more likely to be concerned with the establishment of priorities than with the determination of overall patterns which was possible 25 years ago.

If the UGC is to devote more of its energies to long-term shaping rather than short-term intervention, it needs some protection from itself. The ability of the UGC to react to the immediate crisis, and for that reason to be influenced by needs of other agencies, is very much bound up with the existence of subject subcommittees. It may be that they would be better replaced with working parties of limited life to study particular long-term problems (Atherton on business is an example), and by subcommittees which were inherently concerned with planning issues such as student demand or the needs of employers.

Whatever form the UGC might take, its effectiveness must depend ultimately on the quality and nature of the membership and the secretariat. The present secretariat is too small for the job of crisis management, but possibly larger than is needed for long-term planning. It does require, however, talents and experience wider than those available within the DES, and recruitment and secondment from other departments of state, from industry and from the universities is necessary.

As far as the membership is concerned, the present size of the committee and the balance between university and non-university members need no change, but the conventions of recruitment might be abandoned with advantage. It is not essential to have a schoolteacher and a chief education officer and someone from Wales and someone from Scotland (why not Yorkshire?) If Lord Croham can recruit the UGC from expediency and set it to more testing tasks, there will be more talented people who will more readily serve on the committee. For all our sakes, however, they must be given the chance to emulate the staff of Collingwood rather than the staff of the UGC.

Where I think the UGC needs reform is in its membership and its method of working. Its membership, while remaining of a manageable size would, I believe, benefit from a greater proportion of lay members, representatives of the consumers of universities - of industry and of the professions. Equally, it is essential that its advice must be based on up-to-date assessment, which means that the members must be able to give up sufficient time to make regular visits to other universities and they must be adequately staffed.

However, an issue far wider than the structure and working of the UGC remains to be tackled. Can they adequately do their task, or can the right decisions be taken if universities continue to be looked upon in isolation? The current being conducted in polytechnics and colleges today is so similar that I do not believe they can. The whole structure of higher education needs to be rethought.

The administrators

View from behind the parapet

Richard Mawditt, registrar of Bath University

As a university administrator who has been around longer than most and in a number of guises, I have long supported the Croham review and hope that the Croham review will fit to support that essential purpose and to strengthen the role of the UGC and its future importance. However, I have been saddened, like so many, with the apparent demise of the recognition, authority and man-power of the UGC over the last two decades and the opportunities lost in the post-Robbins era to create planning initiatives and systems to cope with any eventualities.

It is too easy to look back and reflect upon the ineffectiveness of historical cost methods and the failure to adopt techniques to cope with rampant and rapid inflation, but it would be inexcusable if in the aftermath of restructuring in the early 1980s the UGC does not get its act together to establish a sophisticated data base and to strengthen its staffing structure to cope with the needs of today's universities and to battle with external influence and interference.

What is perhaps needed is not a University Grants Committee but a University Grants Commission with teeth and an executive role to counter the Government proposals with rapid fire responses rather than delay and even retreat before returning to the offensive, for example the UGC's recent excellent response to the Government Green Paper will not help the necessary reductions this year.

Michael Shattock, registrar of Warwick University

The UGC is paying the penalty of being widely admired for so long that there has been little pressure for it to change. But if the university system is to regain credibility in the eyes of Government and the community at large, and if the university system is to be managed effectively in a period of financial retrenchment the UGC must play a more positive role in planning the future of the system and ensuring that universities make a proper contribution to the nation's needs.

The UGC's internal machinery is not adequate to this task. In spite of the active leadership of the previous and the current chairman the UGC has been under such pressure to maintain impossible timetables that it has been unable to take the initiatives that are now required.

It is described by its exclusive relationship with the DES, when many of its functions require direct links with other departments, and it is inhibited from the effective formulation of policy on general educational issues by its over-dependence on subject representation and by the absence of any real source of initiative outside the chairman.

What £31 billion industry could be run by a single full-time chairman and 20 very part-time directors? What body of that size can hope to discuss and decide policy issues when it has 30 items on its agenda and meets once a month? Can we be surprised if the committee sometimes believes indecisively when its members are mostly appointed to represent particular academic interests? How can a university system as large and complex as ours be managed by a staff that cannot appoint its own staff, cannot purchase the equipment it needs without reference to a Government department and is not even master of its own establishment?

To enable the UGC to react rapidly and positively, the universities have to provide a more comprehensive data base of both costs and information which is constantly maintained with current levels of spending and activity rather than relying on dated and retrospective information. There needs to be "real time collaboration" with a much closer link between the CVCP and the executive officers of the universities, the DES and the UGC.

Indeed it should not only be the DES which services the UGC, but the DoI and dare I say the Treasury which would of course bring us full circle. The UGC officials could indeed have a number of non-civil servant permanent fixed term appointments and they could consider senior university staff taking early retirement from their university posts for a period in UGC of say three or five years. The officers of the UGC need to have greater involvement at the grass roots and come out and spend more time in the universities and at conferences and regular meetings of university administrators.

It is not beyond the wit of a few university administrators and a group of UGC officers to bring about a computer network and advise the appropriate system data base in the UGC. However, even armed with the right systems and data an increase in the executive manpower in UGC offices is vital to support the main committee and the subcommittees in their work.

Given the refreshment and revival I hope Croham will bring about, the universities must look at the UGC to take the initiative and promote issues of both academic and resource importance rather than be constantly reacting to government demands and interference. I see no viable alternative to a strong UGC in a period of crisis and restoration but it will need all the honest endeavour and support from the universities on the one hand and the partnership with government on the other to bring the present structure out of the wilderness and into the demands of tomorrow's world.

I believe that the following changes are necessary:

- The membership needs to be reduced to somewhere between 12 and 15, half of the members being full-time each with specific responsibilities and one being formally appointed deputy chairman.
- The membership should be entirely divorced from the subject committees. The chairman and most of the full-time members should continue to be drawn from the university world, the part-time members from industry, the professions and education.
- The subject committees should be continued and should have access to the main committee through their chairman. Their membership should include representatives nominated by the relevant Government departments eg DHSS, trade and industry, agriculture, defence etc and by the research councils. These members should have full voting powers rather than be observers providing they have professional expertise in the field and are not simply generalist civil servants.
- The secretariat should be drawn not just from the DES but from the civil service as a whole and particularly from Government departments which have relationships with the work of the committee. The university secondment scheme needs to be strengthened.
- The UGC should receive its operating costs as a block grant which it can manage itself, so that staffing and grading matters are no longer the responsibility of the DES establishment division.

The UGC needs to develop a much greater capacity to formulate policy on broad educational issues and to translate its policy into action. Both Government and universities need a strong UGC which concerns itself not only with academic policy but also with universities' wider responsibilities to society.

Industry and unions

John Harvey-Jones, chairman ICI

To an industrialist like myself who has not had the privilege of a university education, the British approach to universities seems almost incomprehensible. As the leader of a science-based industry, I look to the universities for the supply of the principal motivators for the company for the future, as well as looking to universities not only in Britain but all over the world to provide specific areas of research where they themselves have established an international degree of excellence.

The present situation in British universities is one that must cause some concern. Until the last few years I have never had the slightest doubt that the technical skills represented in British universities were as high as anywhere in the world. But both the proliferation of universities in this country, and the growing financial pressures under which they have been and are being placed, combined with a lack of ability to adapt quickly to the changing world outside and the changing demands of that world make me increasingly concerned.

Because of the way in which education is treated in this country, it seems extremely difficult to create the very small number of world-acknowledged centres of excellence in each field which is probably all that the country can sustain.

There are plainly too many universities, and there are too many faculties. Just as rationalization has to occur in industrial structures, and in



all other national institutions, so the process is inevitable and must be facilitated within universities. It is far more important to concentrate our efforts in narrower segments in specific universities than to spread them as at present.

This is becoming even more urgent since one of the many changes that has occurred over the past few years is in the need for greater and greater capital backing behind each researcher. The days appear a very long time ago when a laboratory bench with some laboratory glassware were enough to carry out research and the explosive growth of technology made possible by modern science demands a capital backing for each researcher of a very high order. Again, this must lead to concentration and the sharing of the capital base rather than proliferation.

Academic freedom is an essential, but in this day and age the university structure and such concepts as tenure are totally out of keeping both for the social times in which we move, and with the very fast changing development of technical and other skills.

Sir Adrian Cadbury, chairman Cadbury Schweppes

The green paper, disingenuously entitled *The Development of Higher Education into the 1990s*, makes it clear that the Government's investment in higher education is going to be reduced progressively. As a result we seem set to lose an admirable opportunity to broaden the entry into higher education, to shrink the educational system in a demoralizing and inefficient way and to fail to give the backing we should to continuing education.

The Jarratt committee, of which I was a member, studied the efficiency with which resources were used by individual university institutions. The committee did not suggest that universities should be run like businesses but that they should pursue their aims, which they are responsible for determining, as efficiently as possible. Faced with increasingly tight cash constraints and changing patterns of demand for courses, universities have to make choices.

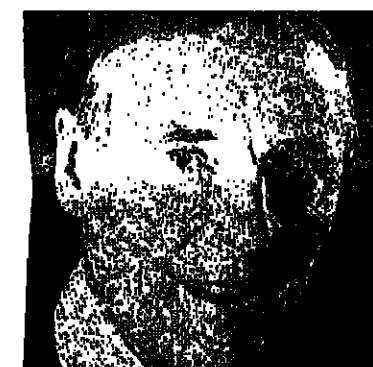
The choices are up to the universities, but for them to be made rationally there must be a means of surfacing the options and of weighing them against each other.

Educational bodies need a vision

Rodney Bickerstaffe, general secretary National Union of Public Employees

The University Grants Committee has more than its fair share of the classic virtues and faults of an entirely government-funded and appointed body. The UGC's conscientious efforts to collect information from universities for central government input are beyond challenge, but by its very nature it has proved to be culpably incapable of campaigning for, arguing for and fighting for the interests of universities in general, their employees - both teaching and non-teaching staffs - and of students present and potential.

The UGC has presided over a catastrophic decline in university provision with some 10 per cent of total income snatched from its stewardship over the last four years alone. While the anti-university forces have waged war with such force and intensity of attack on the central concept of higher education freely provided from public funds to all qualified applicants, the UGC has pursued a policy of appeasement.



of what their particular contribution to the educational cause is to be and a plan for turning that vision into reality. Such a plan has to combine two approaches. One is from the bottom up reflecting the goals of the units within the organization and the other is from the top down reconciling the goals of the units with those of the total organization.

The same logic applies in considering higher education as a whole. There is considerable scope for individual institutions to make better use of their limited resources, but that cannot of itself bring about the best use of resources within higher education.

The aims of each institution must be reconciled with the national aims

The free market system is still the best allocator of resource, and the free market system requires as well as a very clear link between demand and supply, management and other systems.

The present system of university organization and management seem ill adjusted to meet these demands and, indeed, have been put heavily under pressure in recent years by the apparent need to make the Government's funding system into a management tool. The concept and role of the job of vice-chancellor of the university seems to require under today's circumstances nearly super-human powers of persuasion, management, and leadership which must make the job a daunting one.

The argument is often advanced that the end product of the university is difficult to measure, and it is, therefore, particularly difficult to measure cost-effectiveness except over very long periods. While there may be some truth in this, it is hard, however, to believe that such important parts of the structure of our society and, indeed, the single most important area for the preparation of the future generations who will lead our country can totally escape some attempt at critical survey.

This must apply both to their ability to meet the future needs of the country in terms of their output of students, and to their contribution to the future needs of the country in terms of the relevance, world competitiveness, and effectiveness of their research programmes.

Notwithstanding all the foregoing comments, I should reiterate my basic belief that the university system has served us well in the past and is crucial to our debate. My concerns are about its ability to adapt fast enough and fundamentally enough to the major changes occurring around us.

of higher education, an issue on which the Green Paper says little. Given the binary divide and the wide range of institutions on either side of it, there is no likelihood of the resources in higher education being deployed as effectively as they could be under the present system.

Increased powers to allocate resources centrally would mark a fundamental change in our structure of higher education. It is a question of striking the right balance between the autonomy of the individual institution and that of the system of which it is a part.

But there are convincing arguments for being prepared to consider giving more central control over the allocation of funds to a new body, standing between the Government and the institutions of higher education. One is that it lessens the chances of the Government intervening more directly, for example, to close institutions as foreshadowed in the green paper. Another is that those entrusted with public funds, have the duty of trustees to ensure that those funds are used to the best advantage.

The last and most compelling argument is that the more efficiently the total grant can be put to work, the more people will be able to take advantage of the opportunities which higher education presents.

UGC is to make it accountable to the institutions it finances and to allow for a much wider representation on it from trade unions and community groups. Under the present structure, the UGC is answerable only to the whims and fancies of Government ministers.

To remedy this travesty of democracy there is an urgent need to establish a national council for higher education which would be responsible for advising the Government on the national financing requirements for post-school education.

Underlying our call for a restarter rather than revision is the conviction that, if Britain is to have any future as a civilized and developed country, there must be free access to higher education to all.

The present system as administered by the UGC has lamentably failed to cater for the needs of "non-traditional" groups. Overall figures show that the trend is actually going backwards not forwards.

As a country we have the smallest percentage of young people in higher education of all our major industrial competitors. The UGC's dismal record defies defence. Our best chance is a fresh start.



In succumbing softly and often silently to government pressure, it has all but surrendered its representational duty. Its recent outburst belatedly criticizing government policy cannot compensate for years of "yes, minister".

Ernest Boyer

Life on campus: students still prefer drinking to thinking

During the upheavals of the 1960s, most colleges and universities in the United States were pressured to abolish restrictive campus regulations. Students, it was argued, should be treated as adults and colleges should not control their lives outside the classroom.

In response, most campuses relaxed rules and even those who lived in university housing were considered only "tenants" whose activities were not to be supervised by the institution.

Today, no one expects colleges to treat their students as unruly children. However, there is a growing concern in American higher education about student conduct and the quality of campus life. The issue is being sparked, in part, by alcohol abuse and by the national move to raise the drinking age to 21.

College administrators worry that the institution will be legally liable if a student who is under the influence of alcohol consumed on campus commits a crime.

The larger concern, however, is more educational than legal. Students are in class only 12 to 15 hours every week and the point is being made that what happens the rest of the time also is important.

How do students spend their time outside the classroom? Recently, the Carnegie Foundation for the Advancement of Teaching, after conducting a national student survey and completing many campus visits, found fascinating patterns.

The typical American college student spends less than two hours a week in each of the following activities: studying in the library, talking with faculty, and leisure reading. Our survey revealed that over half spend no time attending cultural events and about two thirds do not participate in any organized student activity.

At the same time, we discovered that over half the full time college students in America have a job and spend an average of 16 to 20 hours at work each week. One in eight is employed full-time. Among part-time students, 80 per cent are employed and two-thirds of these also work full time.

Talking informally with other students and watching television are by far the most popular, non-structured activities for students. More than 20 per cent devote more than ten hours a week to casual conversation. More than 15 per cent spend more than ten hours a week in front of television.

Almost every college and university in the United States also has organized clubs and special projects that engage the time of students. Religious groups, for example, are one of the fastest-growing forces on many campuses. In our survey, we found that three out of four college students believe there is a god who judges people. At the same time fewer than 4 per cent of the students say that most students on their campus are religious.

And only about 3 per cent say they are more religious now than when they came to college.

There are other interests, too. On one mid-sized campus, for example, we found women's rights organizations, a gay and lesbian student organization, the Liberty Lobby, and the Young Americans for Freedom. None very large, but sufficiently vocal and cohesive to make their mark. In contrast, students for a Nuclear Freeze attracted only three members and disbanded after one year.

We were surprised to discover that almost 80 per cent of the students in our survey reported spending no time in intramural sports, and 93 per cent do not participate in intercollegiate athletics. Among the handful who are involved, sports occupy, on average, at least 10 hours a week.

While few students participate in

sports, most are enthusiastic spectators. Perhaps more than any other activity, sports events on campus build a sense of community. Football and basketball games often sell out well in advance. Students don't just get excited about the games, one observer told us, they "go crazy."

There is a dark side to this holla over sports. College athletics are big business and intercollegiate athletics have been called a "defiled monster." "It takes athletics to sell a university," is how one president describes his school's approach to sports. Often a school's sports are the means by which it acquires a reputation and even endorsement.

Against this backdrop, more informal recreation is emerging as an encouraging option. Even though only about 20 per cent of students participate in intramural sports, their number appears to be spreading. And many more students are keeping fit through active recreation - from jogging and aerobics to lap swimming and weight training.

"Wellness," too, has become a new theme. At one university we visited, more than two-thirds of the student body use the health service each year and a university-sponsored "Wellness Program," including health education and fitness training - is available to all.

Health concerns have moved into the cafeteria. Menus are now being more closely supervised by deans and food and vegetarian sections are now standard fare at almost every college in the country.

Still, alcohol remains a problem. The National Survey of Drug Abuse reported that at least 75 per cent of the nation's college students drink. According to our survey, 40 per cent say that alcohol is a problem on the campus and 54 per cent believe that students using drugs should be suspended or dismissed from the school.

Advocacy of marijuana and hallucinogens has, in fact, decreased significantly in the last decade. In 1975, more than half of the college students polled favored decriminalization of marijuana - today the figure is 22 per cent.

At a prestigious university in the Deep South, we were told that drinking is probably the most popular "unofficial student activity" on the campus. A student services dean estimates that between 6 and 10 per cent of its undergraduates are alcoholics, while another 30 to 40 per cent are serious weekend abusers of alcohol.

College is clearly more than lectures. Wedged in between institutional events, there must be open spaces - moments when students can spend time alone or relax with close friends. They need solitude and intimacy as well as togetherness, and they should be able to choose their privacy and their companions without institutional constraints.

Still, a college cannot be unmindful of fragmentation - to say nothing of destructive behaviour. The residence halls and private clubs and student unions are learning places, too. And the way students engage informally with staff and their fellow students will provide some of the most fundamental dimensions of a college education.

Are living arrangements simply a convenience or do they contribute to the college goals? What is the university's obligation to the student who seems troubled in his or her private life? Can a college with diversity find ways to build a community of learning more vital than the separate parts? These are the questions American higher education leaders are beginning, to thoughtfully address.

In the opening paragraph of his preface to *Art of the Nineteenth Century*, Robert Rosenblum describes his task as a daunting one "because in the last decades no period in Western art has been subjected to such an overwhelming abundance of new data and new interpretations." Given this sea of data it might reasonably be expected that those of us who teach in this area would have found the process of revising our courses much simpler.

Without in any way wishing to denigrate the significance of recent published work in 19th-century art historical studies, a cursory comparison between the reading lists and syllabuses for courses on 19th-century art history and the entries in the British National Bibliography suggests that while many teachers have moved away from courses structured around a sequence of named individual artists, publishers continue to produce almost exclusively monograph type texts in the field.

There is a noticeable gap between the theoretical and conceptual approach to the visual arts in a whole range of journals such as *Black, Ideas and Production*, *October*, *Representations*, *Word and Image* and *Oxford Art Journal* and what is to be found in readily accessible book form. Authors of works which are now universally acknowledged standard texts for undergraduate teaching, like John White's *Birth and Rebirth of Pictorial Space*, astonishingly have had to search with tenacity to find a publisher.

Now it may be that this gap has always existed; that change and innovation can only readily be made public through the specialized and sometimes ephemeral channels of the academic journals. It might also be argued that it is, in some way, "good" for the discipline and for teaching that things happen in this way because only tried and tested ideas, arguments and methods find their way into the more permanent and public medium of the published, commercially marketed book or because good teaching necessitates the assembling and anthologizing of secondary material. There is a certain truth to both these points but there is also undoubtedly something about the way in which the book has been handling over the past decade.

Symposia, conferences, ICA discussions, history workshops, even exhibitions have increasingly addressed interdisciplinary and cross-cultural issues. The journals' literature reflects this but the published book literature by and large tends not to. Significantly, publishers remain extremely chary of handling collections of essays.

One might go so far as to say that publishers have long shown a blatant disregard for the needs of art history teaching in the secondary and higher education sector. The library profession in schools and sixth form colleges where art history is on the syllabus and in institutions of higher education reveals a depressing state of affairs in which books more than general art appreciation are still being used as text-books, in which exhibition catalogues are sought after and read as monographs and in which the works of Eric Newton and Herbert Read still crop up as authoritative secondary sources in student essays.

At one extreme - and this position is one that is maintained by academics themselves - there is the notion that research has little or nothing to do with undergraduate teaching, that something called the pure aims of scholarship should prevail and that no paid to teaching needs and constraints. This is, of course, a particularly dangerous position to uphold under the present government and it is, fortunately, not widely found.

Enquiries that are not conducted in the light of questions posed in the classroom whether by undergraduates or postgraduates, teachers or students are frequently sterile and self-perpetuating. Even the most specialized production of catalogues *raisonnés* benefits from exposure to wider questions. Books produced from within this philosophy are often so expensive and way that they are clearly not intended for general academic consumption.

It is an infectious and pernicious philosophy that can find its justification in the later paintings of Britain's best loved artist, John Constable, at £140 as Yale University Press did in 1984.

The other extreme position is - whether declared or tacit - that of publishers who expect that all books will in some sense be "coffee-table" titles. The content and approach of the commissioned text, the lay-out and



Constable's "Salisbury Cathedral" - expensive catalogues of later work make access for academics difficult.

Marcia Pinton explores the gulf between aesthetic ideas and their widespread publication.

Art in the shadows

the range of illustrations, the format and above all the price are determined by the notion that art books, like art, are valuable as objects, must be produced in such a way as to present a valuable appearance and can be priced accordingly.

The 11th edition of *The Story of Art* is, alas, no substitute for good introductory textbooks. One would not wish to return to the surveys of the Pelican History variety but in a sense, for the teacher, their limitations are more evident, their structure more transparently obvious and their premisses more openly acknowledged than more recent attempts at replacements. Rosenblum's and Janson's survey, written with an eye to the new orthodoxy of the social history of art, and confessedly aspiring to a United Nations up-to-date approach has greater pitfalls for the student.

Here we have a preface which lists the issues for 19th-century art history: tuberculosis and syphilis ("the specter of..."), note to "the polarized concept of woman as either virgin or whore". But this neat agenda leaves the problematic relationship between the artist and history unaddressed. Thus, Wright of Derby is "a product of the rapidly expanding industrial society of the British Midlands" and Goya's public and private worlds are the fixed antinomic framework for his art. Which artists to choose was, by their own account, the primary problem for the authors and the resultant text is characterized by anecdote and distillation of the more insidious for its aptness up-to-date.

The unavailability of 19th-century criticism in original and, particularly, in translation has been and still is a major problem for art history. The 19th-century art, Hazlitt, Thackeray, F. G. Stephens, Thoré, Gautier, Flanck, Balleyguier and other major contributors to debates around art criticism in Britain and France not to mention in Germany and other European countries remain far from accessible.

The actual experience of teaching, and consequently of learning, is of scrambling for illegible Xeroxes and dog-eared typescripts, of queuing for a quick read of a text which is provided in a single copy for a class of 20 or more, of loaned (and lost) personal copies, of journals that librarians cannot afford to buy, of abortive visits to London to find the National Art Library closed, of reading unillustrated and unindexed theses and dissertations, of finding a friend who might translate the French or German.

Following the Association of Art Historians' Bookfair at the City University in March 1985 a number of publishers, authors and would-be authors attended a forum. The guest speaker was a representative from the Getty Foundation who spoke about the recently established publishing conventions offered by the Getty. In order to qualify for a subvention had her or his work accepted for publication by a commercial publisher. The maxim that there is in this life no free lunch is all too true and those tempted into euphoria by the Getty gift to the National Gallery might

reflect on that.

It seems likely that the Getty will serve the market rather than discipline and that it will not help solve our teaching problems. In other words it will reinforce existing publishers printing safe authors with no or more A level passes has risen continuously over the last 14 years and in 1983 was some 50 per cent higher than at the end of the 1960s. However, the annual growth rate has varied: in 1971-75 it was a low 1.1 per cent compared with 3.7 per cent in the years since 1975. The number of school leavers with two or more A level passes in science with maths, this being considered the ideal background for the study of engineering at degree level, has increased by 80 per cent in the same period.

The number has been somewhat erratic, with exceptionally rapid growth in 1971 and 1972, followed by a sharp decline in 1973-75. Since then, subject with maths has been a boom subject with a growth rate of 7.6 per cent per annum in the years 1975-82. It is still too early to know whether the marginal reduction in 1983 is a temporary phenomenon, or heralds the start of a more permanent decline in the popularity of this A level combination.

Table 2 presents UCCA information on university applications and admissions for all subjects and for engineering and technology. It is valid to concentrate on this sector because the universities produce some three-quarters of the engineering and technology graduates in the UK. The growth in applications is almost identical to the expansion in the number of school leavers with two or more A levels. The growing level of university admissions in 1983 was broadly in line with the increased number of applicants. The number was more or less constant, with 54 per cent of all applicants

Paying a price for entrants

Government emphasis on the switch to engineering could result in a rapid shortfall of suitably qualified students. Stuart Wabe indicates a way out of the admission tutors' dilemma

The Green Paper on *The Development of Higher Education into the 1990s* makes it clear that Government policy is aiming for a shift in the subject balance with sets declining in importance and increased emphasis on vocational, engineering and technology courses.

Engineering accounted for 12.6 per cent of university and CNA A graduates in the five years 1978-83 and it is expected that this will rise to 14.4 per cent by 1990 - not a dramatic increase until it is realized that it involves a 35 per cent increase in a decade reaching 14,500 in 1990. The question is whether there will be enough students of quality who wish to study engineering.

The Green Paper accepts that filling the expanded number of places is a problem. But it contains almost no analysis of the long-term trends in the number of school leavers with appropriate qualifications.

Table 1 shows that the number of school leavers in England and Wales with two or more A level passes has risen continuously over the last 14 years and in 1983 was some 50 per cent higher than at the end of the 1960s. However, the annual growth rate has varied: in 1971-75 it was a low 1.1 per cent compared with 3.7 per cent in the years since 1975. The number of school leavers with two or more A level passes in science with maths, this being considered the ideal background for the study of engineering at degree level, has increased by 80 per cent in the same period.

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gaining admission in the late 1960s and in 1980. Financial constraints in the universities since 1980 have forced a decline in admissions, although the number of qualified school leavers and the level of applications have both continued to grow.

In engineering it is possible to identify two phases. In 1971-74 there was a 16.7 per cent decline in the number of applications and a smaller reduction in the number admitted to read for a university degree in engineering and technology. This decline cannot be accounted for by changes in the number studying science with maths at A level. The early 1970s were clearly a period of crisis for engineering in UK universities as the expanded number of qualified school leavers was more reluctant to consider an engineering degree.

In 1970 the intake of home students was filling 88 per cent of all places on university engineering courses, with overseas students accounting for a further 8 per cent, and 4 per cent being unfilled. By 1973, the last year in which UCCA published this information, there had been a 5.5 per cent expansion in university places in engineering. However, home admissions were taking only 69 per cent of all potential places, and 18 per cent were unfilled.

Engineering showed a startling recovery in the late 1970s, and the number of engineering applicants in 1980, compared to the 1968-69 base, had grown by almost the same proportion as applications. But the growth of admissions in engineering continued to lag behind that for all admissions. A combination of several, probably interrelated, factors could have been at work:

- The growth in the number of engineering places may have fallen behind that for other subjects.
- Engineering may not have been attracting its fair share of the growing number of school leavers with science and maths A levels, that there remained a paucity of suitable candidates.
- Engineering departments may have become more selective and less willing to take borderline candidates in an attempt to fill all their available places.

If the situation in 1980 was a cause for concern then the changes since that date have not improved matters. Applications have levelled off, and may even be showing signs of decline, despite the continuing rapid growth in the number of suitably qualified school leavers. Equally disturbing is the evidence that science and technology has not escaped the recent cut-backs, so that university admissions in this subject area in 1983 were only marginally



higher than in 1970 and 1971.

The Government policy of wanting to increase the importance of engineering within universities does not seem so controversial in the light of these facts. It can be viewed as a move to restore the sort of balance which existed at the end of the 1960s when engineering admissions amounted to 16 per cent of the total. This figure has fallen to just over 13 per cent by 1983 and 1984. What is more conjectural is whether, given the evidence, they can succeed in getting the students to fill the expanded number of university places in engineering.

The Green Paper was probably correct in being sceptical. The immediate problem is to persuade the increasing proportion of qualified school leavers who have specialized in science with maths that they should read for an engineering degree. One radical step to achieve this objective would be the removal of the parental contribution for students accepted on all engineering and technology degree courses in both universities and polytechnics. Such designated courses would automatically provide a full grant for all home students.

Parental influence in determining the choice of degree must be considerable and the financial saving is likely to prove effective in encouraging more suitably qualified students to apply for engineering courses. This scheme, unlike proposals to give a financial bonus to engineering students, would not be divisive within the student population. In the longer term it should also ensure

that the proportion of A level students studying science with maths continues to increase.

The cost of such a proposal is not excessive. The most recently published information on student grants indicates that the average maintenance award for a first degree course at university the academic year 1982-83 was £1,711, with an average parental contribution of £505. Assuming a 15,000 cohort entering engineering courses in one year, and that such a degree takes an average of 3.6 years, then this gives a total cost of £27.3 million in 1982-83 prices. This cost will have grown because the parental contribution has been sharply increased over the last few years. However, this has compensations in that it will mean that parental influence is likely to be even more effective in guiding school leavers in the desired direction.

One added bonus from improving the quality of engineering students is that there should be a dramatic decline in the wastage rate. The Green Paper shows that this is comparatively high in engineering, with a non-completion rate of 13.3 per cent. If this could be reduced to the level attained in medicine there will be an increase of 7.5 per cent in the number of qualified engineers from each cohort. Such a change should, in itself, make the extra Government spending extremely cost-effective.

The author is senior lecturer in the school of management, University of Bath.

Table 1 School leavers in England and Wales with two or more A level passes (Index with average for 1968 and 1969 = 100)

	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983
All subjects	103	109	110	111	112	114	122	126	130	132	136	141	148	152
Science with maths	101	123	128	117	113	109	119	121	129	151	152	162	182	179

Source: Statistics of education school leavers, statistics of education in Wales and Welsh Office.

Table 2 Home candidates' applications and admissions to university (Index with average for 1968 and 1969 = 100)

	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984
All subjects	104	110	109	108	107	109	116	126	128	135	140	142	149	150	149
Applications	106	107	109	109	113	119	122	127	130	135	139	136	131	125	129
Admissions*	101	102	95	87	85	86	96	112	122	132	139	135	139	136	133
Engineering Applications	103	103	94	86	88	93	97	105	110	114	119	119	113	104	109

Source: UCCA Annual Reports.

*Admissions were not reported after 1982 and index for 1983 and 1984 is based on number of acceptances.

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BOOKS

Surveying Domesday

It all started, of course, with Darwin himself. In *Human Nature: Darwin's Jew*, the anthropologist Alexander Alland usefully brings together many of Darwin's scattered writings on his

Darwin was or was not a racist, and

Charles Darwin in 1854.

Mary Midgley shares Allend's concern for the great man's reputation. Indeed, her latest book carries a dedication "to the memory of Charles Darwin, who did not say these things." The things that Darwin did not say are a motley collection of "strange hopes and stranger fears" that 20th-century scientists and scholars have attached to biology in general, and the evolutionary process in particular. What unites them, in the author's view, is their lack of any scientific credentials and their possession of a pompous and quasi-religious self-importance. Midgley condemns a variety of wildly optimistic views relating to the invention of "supermen" from the early dreams of the behaviourist psychologists to the recent fantasies of the proponents of

Midgley condemns all these and a good many other things in a characteristically brisk and forceful way. The strength of her approach lies in the directness with which she exposes various forms of scientific cant and pretension; the weakness of it, however, lies in its tendency to take on so much that on occasions things are dismissed too easily, or for the wrong reasons. In the case of sociobiology, for example, Midgley is incensed by Richard Dawkins's metaphor of "selfish genes", which she takes to be a piece of gratuitous anthropomorphism introduced as a way of bolstering crude psychological egoism. Now certainly the notion of genetic selfishness is easily confused with that of psychological selfishness, and certainly there are reasons for this. But Midgley's

The almost casual manner in which Wilson's earlier writings on human nature are relatively easily dismissed, but Kitcher goes beyond this to expose fatal weaknesses both in Wilson's later, rather more technical work and "gene-culture coevolution" and in many other highly respected and widely cited empirical studies of human sociobiology. In a particularly devastating chapter on the work of Richard Alexander, Napoleon Chagnon and others, Kitcher shows that these workers have for several years been building up the wrong theoretical tree. Instead of investigating the evolution of

Sally Harvey provides a much-needed fundamental reassessment of the problems of the Domestidae "ploughmen", which goes far to rectify the errors of the late Professor Charles R. Ross's notion of Domestidae as a guild-book, while John Blair uses Domestidae as a vehicle for a broad investigation of the secular ministers of early medieval England. In these two essays fine scholarship is clearly and increasingly presented.

Others survey existing knowledge: John Percival provides a most instructive introduction to Roman and Carolingian estate-surveys; H. B. Clarke



and-white photographs of rural beauty-spots has overwhelmed the desire to provide the tourist with any insight into the particular community he is visiting. Instead the reader is provided county by county with a tiny map of unnamed Domesday settlements, with a translation and discussion of the

Nicholas Brooks

Nicholas Brooks is professor of medieval history at the University of Birmingham.

on historiography or "the philosophy of history". For several decades, sceptical tutors have enjoyed themselves at the expense of the lecture on "History as Progress" and the underlying theme that history "properly so-called" could only be written by those who found

K. G. Robbins
K. G. Robbins is professor of modern history at the University of Glasgow.

Particular landmarks have been Elliott Smith's *Essays on the Evolution of Man* (1927), Wood Jones' *Man and His Place among the Mammals* (1929) and Sir Wilfrid Le Gros Clark's *The Antecedents of Man* (1959). Without doubt, the next place of honour in the series has been occupied by the joint endeavours of John and Pru Napier, who between them have made numerous major contributions to the subject as a whole. Among other things, they have written several accessible and

Many aspects of primate evolutionary biology remain highly controversial and the balanced summary of common ground and areas of discordance will be particularly valuable for the general reader. With the advent of cladism, the related topic of classification has also become highly controversial. Here, the Napiers have per-

R. D. Martin

Using these as his standards, Kitcher examines other sociobiological studies

John Durant is staff tutor in the sciences in the department of English studies at the University of Oxford.

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BOOKS

Breeding policies

Politics and Policy in the European Community

by Stephen George

Clarendon Press: Oxford University Press, £17.50 and £6.95

ISBN 0 19 876164 3 and 876165 1

A Rural Policy for the EEC?

by Hugh Clout

Methuen, £13.95 and £5.95

ISBN 0 416 34540 9 and 34550 6

The structure of *Politics and Policy in the European Community* reflects

Stephen George's concern to identify

the effect which events in the world

outside have had on economic and

political developments within the

European Community. Because of

this, the six chapters devoted to com-

munity policies in the fields of energy,

agriculture, monetary matters, the re-

gions, enlargement and external re-

lations are preceded by two chapters

dealing with the major international

economic and political trends of the

postwar period. However the six policy

chapters do not merely present

accounts of the kind of policies which

have emerged and of the way in which

forces external to the community have

helped to shape them; they also ex-

amine the potentially dynamic prop-

erties of policy-making. The latter

requires further explanation.

When economists appraise various

community policies they are often

content to view them as static phe-

nomena. By contrast some political

scientists - referred to as "neofunc-

tionalist" - have taken the view that

the true significance of a policy lies not

just in itself but also in the degree to

which it may give rise to a need to

introduce other policies. Neofunc-

tionalist theory lays emphasis on the

potentialities of this process, which is

referred to as economic and political

spillover. Thus the community might

develop a particular policy only to find

that in order to make that policy work

effectively it would be necessary to

develop complementary policies in

other spheres. To the extent that

spillover effects are common and

powerful, it is tempting to predict that

the development of more and more

policy initiatives at community level,

giving rise to an increasing degree of

economic and political integration,

will be inevitable.

As an example of an economic

spillover, let us assume that a body

such as the European Economic Com-

munity initially decides to create a

common market which modestly calls

for nothing more than internal free

trade in goods and services and the free

movement of factors of production (ie

labour, capital and enterprise). Let us

further assume that initially monetary

matters are excluded from the integra-

tion arrangement and as a conse-

quence exchange rates between mem-

ber states are free to fluctuate. The

neofunctionalist expectation is that

subsequently it will be discovered

that trade and factor flows are inhibited

by uncertainties about future ex-

change rates. But exchange rates can

only remain fixed if the underlying

monetary conditions in each member

state are kept in line. It would there-

fore be necessary to create a more

far-reaching system in which economic

sovereignty was given up in favour of a

central direction of national monetary

policies. In other words, free trade in

goods and services and the free move-

ment of factors of production (ie labour, capital and enterprise). Let us further assume that initially monetary matters are excluded from the integration arrangement and as a consequence exchange rates between member states are free to fluctuate. The neofunctionalist expectation is that subsequently it will be discovered that trade and factor flows are inhibited by uncertainties about future exchange rates. But exchange rates can only remain fixed if the underlying monetary conditions in each member state are kept in line. It would therefore be necessary to create a more far-reaching system in which economic sovereignty was given up in favour of a central direction of national monetary policies. In other words, free trade in goods and services and the free movement of factors would give rise to pressures which would remorselessly drive the community down the road to the more advanced state of economic



Ponies at the Broch of Mousa on Shetland, a picture from *Exploring Scotland's Heritage: Orkney and Shetland* (HMSO, £6.95).

Europe's example

The European Experience: a historical critique of development theory

by Dieter Senghaas

translated by K. H. Kinamig

Berg, £17.95 and £6.95

ISBN 0 907582 17 6 and 33 8

There is something fundamentally dis-

honest about Europe preaching free

trade to less developed countries when

virtually every European country,

apart from Great Britain, developed

behind one form or another of protec-

tive barrier. This, in a nutshell, is

Senghaas's thesis, which I tend to

share. Laissez faire has always been a

doctrine to make those who are com-

fortable feel comfortable, or as Prince

Bismarck once put it "a policy for the

strong". The fact is that free trade may

not be optimal for developing coun-

tries in a welfare sense, and may

actually impede internal development

unless the production and consump-

tion benefits of trade are widely shared

within the country.

In an earlier book *Weltwirtschafts-*

ordnung und Entwicklungspolitik:

Plädoyer für Dissoziation (The World

Economic Order and Development

Policy: a plea for disassociation) the

author drew inspiration from Friedrich

List and argued the case for a devel-

opment programme based on selective

de-linking - choosing trading partners

more carefully. In this latest book Senghaas helps to clarify the role of what he calls associative (ie collaborative) and disassociative (ie autonomous) development strategies by drawing on the historical experience of continental Europe and its reaction to Great Britain as the first country to industrialize. It transpires that the European countries responded to the British challenge in a variety of ways but mainly disassociative and certainly not by the pursuit of free trade. Only after the development of their own domestic market potential (and after greater equality had been achieved between countries) did free trade become generalized. Senghaas examines the development paths of a number of export orientated European countries, and concludes: "it was neither the quality of soils nor the climate, nor the world economic conditions in which these export economies evolved, which were responsible for the success or failure of development paths, but the socio-structural and institutional factors which channelled political decisions during critical phases of development". Only Scandinavia seems to have developed successfully through export integration in the international economy.

Economic historians will perhaps be familiar with all this, but it is salutary for the economist to be reminded that many of the alleged development strategies discussed today in the face of export pessimism were actually discussed in Europe in the 18th and 19th centuries, particularly the importance of agriculture as a source of demand for industrial goods (rather than simply as a source of cheap inputs to the

and monetary integration. Has this spillover process occurred? The answer is largely no, but there are exceptions - the most notable of the latter being the emergence of the European Political Cooperation procedure. Why has there been so little spilling over? One possible explanation is that neofunctionalists have over-estimated the spillover potential. If spillover situations abound and their effects are powerful, we might expect there to be a quick movement from a relatively independent state to one of total integration. But if spillovers are rare and if their effects are weak, then we should not be surprised if groupings such as the European Community hog down, perhaps permanently, well short of total unity.

Another possible explanation is that spillover situations are significant in number and strength but may be opposed by forces which are powerfully entrenched. The most obvious resistance is nationalism which, unlike the striping European Community, has had centuries within which to establish itself. A cursory glance at the

policy chapters indicates that since to surrender sovereignty indeed been an important part of progress.

This is a stimulating and written book. The influence of national events is undoubtedly important. Whether it is necessary to give much space to discussing them, is open to doubt. The survey of the chapters deals with economic and political developments in the UK, West Germany and France. There are a few factual errors but welcome addition to the growing literature on community policy.

At first sight Hugh Clout appears to be straining the fabric of the most ardent European. It is after its inception, the community not yet succeeded in creating a European market for industry and services, what hope is there for Community rural policy?

There are however two ripostes to such a cavalier assessment. First, the topic is far from peripheral. Indeed there are increasing concerns about certain trends. Among these are the phenomena of rural depopulation and unemployment, the decline of local services, the adverse effects of modern farming methods on the rural landscape and ecology.

The second concerns the likelihood of the community, as opposed to member states, developing a rural policy. It is true that there is no call for such a policy in the Treaty. But equally it is all too obvious that rural trends are powerfully reinforced by the CAP. Indeed some of the problems are products of the policy adopted by virtue of it. When CAP has done, it can presumably be argued that it is becoming more severe to the need for conservation. If CAP does not in effect become agricultural and rural policy, then it will be necessary for it to absorb resources in order that, somewhat refocused, the Social and Regional Development Funds can be combined with the resources necessary to tackle rural employment problems. There is however a limit to what the community can be expected to do. While a separate rural fund has been suggested, problems associated with rural services are likely to be left to the member states.

Clout's study is doubly welcome. It directs our minds away from well trodden paths to a topic which will be relatively novel to many students of the Community. It also does so in an eminently readable and scholarly fashion.

Dennis Swann

Dennis Swann is professor of economics at Loughborough University Technology.

duced in the developed countries to use them, impeding future industrial development in the developing countries.

Senghaas's third development is pervasive for a new division of the world itself. Since together the two tries of the third world probably have all the resources they need for development, why not delink from the industrialized countries and go it alone?

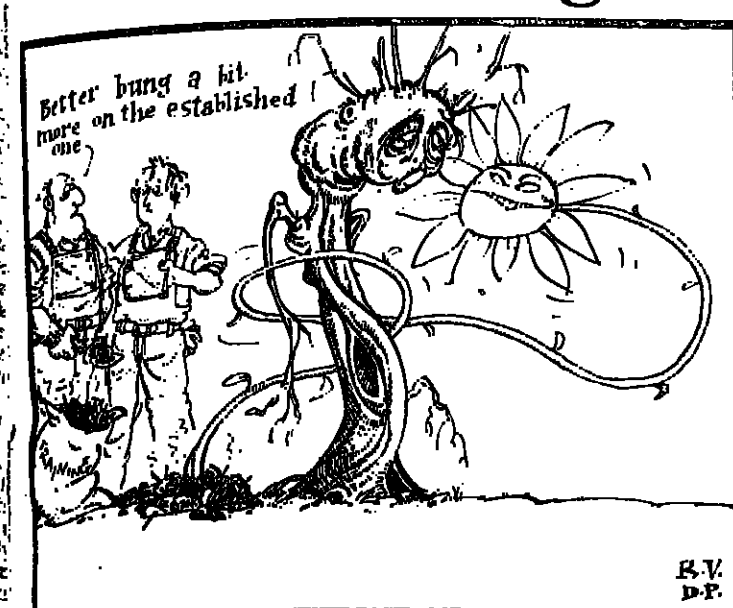
I found this book a breath of fresh air in an international literature generally dominated by free trade theories which can do enormous harm to developing countries. The author argues that disassociative development is not a simple panacea, however, thought provoking exercise, and he certainly succeeds. The approach of the book is general, and some of the international institutions in particular need to be reminded from time to time that the British experience of trade was unique, and in many ways was a failure. Europe was confronted with the same problems as the developing countries when Germany was first industrialized. Europe's response was not to mimic Britain, but to be equally unwise today to be delinked from the international economy.

A. P. Thirlwall

A. P. Thirlwall is professor of economics at the University of Canterbury.

Management Education

Cultivating old stock



In 1961 a survey of the Institute of Directors described the business executive as "a man who was trained on the job, entering business straight from school". Despite the Franks Report (British Institute of Management, 1963), and the expansion of business education which has occurred during the past 20 years, this description is still largely true.

Given this, we should not be surprised in Britain's relatively poor economic performance - with Germany, the United States, and Japan as our major competitors in world markets. As emerges clearly from *Competence and Competition*, a report prepared by the Institute of Manpower Studies for the National Economic Development Office and the Manpower Services Commission (MSC), all three countries see a clear link between investment in education and training and competitive success. Using education and training to improve the quality of Britain's managers is especially critical at the moment when rapid technological change and increasing international competitiveness are making the prime task of management the management of change.

The question arises, therefore, as to how the need for management education and training can best be met. The initial response in Britain was to establish undergraduate courses in business studies and management science. The number of undergraduates studying management subjects has more than doubled during the past decade, and the current figure of about 9,500 represents approximately 4 per cent of the total undergraduate population. Student demand for undergraduate business degrees is increasing, and over the next few years the University Grants Committee may allow an increase in the number of student places on such degrees. What is the size of the increase, however, will not make an immediate impact on business performance. "The key economic decisions for the rest of this century are going to be made by people already in industry", as the Conference of University Management Schools (CUMS) has recently pointed out; hence "primary consideration for changes in education and training should be given to the present stock of managers". Otherwise, Britain will face the daunting prospect recently noted by Geoffrey Holland, chair-man of the MSC, of large quantities of young people entering the doors of British industry and commerce only to be met by managers who have never been trained for the job they are doing.

The traditional response in Britain to improving the quality of the existing stock of managers has been short-term, post-experience training; indeed, Britain has established a worldwide reputation in this area of management education. The Forrester Report (*Postgraduate Management Education in UK Universities*, ESRC/CUMS, 1985) estimates that the total number of managers attending such courses is about 12,000 per year and that the number of participants weeks is about 20,000. The trend in recent years, however, has been away from short-term general courses open to all, towards "closed" courses tailored for the needs of individual

companies. These short courses, whether open or closed, play a valuable role in improving the quality of the existing stock of managers. However, as the Forrester Report has noted, they "are not an adequate substitute for a thorough management education" because "in the time available the different disciplines and functional areas can only be dealt with at appreciation level".

The only public course which provides a thorough professional education for middle and senior managers is the Master of Business Administration (MBA). In the United States, the MBA is increasingly becoming the norm for such managers. In Britain, however, views differ widely about the value of the MBA. A recent survey by the management consultancy company Harbridge House Europe (*Masters of Business?*, 1984) noted that one school of thought, "represented by many traditional manufacturing and service firms, believes that first degree students are just as good and a lot cheaper. They feel that, regardless of price, MBAs are unsuited for positions in their company. Fast-movers have 'rocked the boat' in the past and the companies want to avoid this happening again." But another school of thought, "represented by US-based firms and some UK recruiters, feels that most MBAs can cope better under pressure, are more mature, and are more competent than other graduates or potential applicants. Fast-movers, such as top MBAs, are exactly what these companies like to recruit." The fact that it is the larger, more dynamic, and more successful companies that recruit and retain MBAs is, as Sir Peter Parker has observed, a matter that more traditional and more sluggish companies should ponder. They should also ponder the fact that students graduating from MBA programmes invariably receive several offers of employment at highly attractive salaries; many companies clearly find them value for money.

Be that as it may, the MBA is the only educational vehicle available at the moment which can make an immediate and substantial impact on the quality of middle and senior management. The current annual output of home-based MBAs in Britain is about 1,200 which, according to Professor Peter Moore (see *The THES*, 29 March, 1985) and Professor P. G. Forrester, is about 10 per cent of the number of middle and senior managers needed to replace those retiring each year. In short, the annual output of MBAs in Britain is inadequate to cover the replacement need, let alone to remedy educational deficiencies in the existing stock of managers.

The number of students on full-time MBA programmes is likely to increase over the next few years. In general, however, the output of full-time MBAs is likely to meet only a small part of the training need identified above. Most firms, especially in the current economic climate, are unable to release key managers full-time for one or two years to attend a business school; and most individuals cannot afford the cost, not only in fees but also in lost earnings, of taking a full-time MBA. "The urgent need is", as the Forrester Report has argued, "to make an MBA or equivalent available to all able young managers open to it, without their necessarily having to leave their organization, or undertake

financial risks which for a young man or woman with family or parental responsibilities may not be supportable". In short, what is needed is flexibility.

The part-time MBA is one way of providing flexibility. The number of part-time programmes is increasing, both in universities and in polytechnics, and schools offering part-time programmes report a rapid growth in applications and in company sponsorship. The part-time MBA enables managers to reinforce their learning through immediate practical application and to learn while remaining within the context and culture of the firm, thereby avoiding the re-entry problems which sometimes occur when managers return from full-time courses.

These advantages may also be obtained by pursuing the MBA by distance-learning. Many people are unable to take the MBA on a full-time or part-time basis either because they do not live close enough to an appropriate university or polytechnic or because their work or other commitments prevent them from attending classes on a regular basis. For them a distance-learning MBA provides a structured and thorough management training, while accommodating the often unpredictable demands of a highly pressured job in management. It also provides an excellent opportunity for more women, whose family commitments often prevent them from attending full-time and part-time courses, to obtain a professional management training and to increase their representation within the management ranks.

There are obvious areas, however, where distance-learning can have difficulty in matching the full-time and part-time courses. The Forrester Report found that "on the evidence of alumni, half the value of a traditional MBA is in the area of cognitive knowledge, the other half in less

continued on page 11

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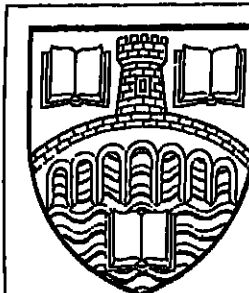
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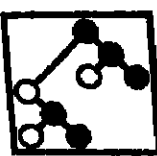
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Management Education

Whose business?

Last May, Professor Brian Griffiths and myself published a paper entitled *Whose Business? A radical proposal to privatise British business schools* (Institute of Economic Affairs, 1985). That paper stirred up a furore of debate among academics and industrialists about the future of British business schools. With a second edition due to be published next month, our radical proposals to privatise British business schools continue to provoke intense criticism from defenders of the status quo. For others, however, our challenge has provided a stimulus to develop an exciting and innovative approach to management education. British business schools have failed to realize their potential as major contributors to the wealth creation process in this country. With their operations hedged about with restrictions imposed by the university system to which they belong, they are too academic in the traditional sense and too far removed from the business world to generate the kind of relevant, practical management education demanded by industry. These weaknesses derive largely from the schools' failure to implement the original intentions of the Franks report of a genuine partnership between industry and academia and from their continued dependence on public sector funding. Furthermore, the business school system in Britain has tended to function as a classic cartel: by fixing minimum fees and maximum salaries, it has restricted the competition which would promote the kind of educational "products" demanded by consumers. Radical reform is necessary.

Our paper proposed that undergraduate business education should be separated from postgraduate business education and that all the postgraduate business schools should become legal entities autonomous of the public sector. All postgraduate business school activity should cease to be government-funded over a three-year period, and salaries and terms and conditions of employment at the private postgraduate business schools should be market-determined. (Fundamental research, however, would still be funded by the Economic and Social Research Council.) Our argument that such changes would benefit all those concerned with management education—students, business schools, the government and business itself—has proved persuasive to a wide range of industrial and commercial interests. It has also received support from three leading business schools.

Renunciation of financial privilege, however, is rarely undertaken voluntarily and with good grace, and it would be fair to say that most of the beneficiaries of the present system of taxpayer support for business schools have resisted our recommendations. The establishment—in the shape of the Department of Education and Science

(DES), the Foundation of Management Education, the British Institute of Management and, of course, the majority of the business schools themselves—have opposed the radical approach adopted in our paper. The mandarins have remained true to the old Confucian ideals of stability, harmony and orderly evolution. Translated into modern English, stability means "little is going to change", harmony requires that no one rocks the boat, and orderly evolution implies that any change that does slip through will be so minuscule as to be almost imperceptible.

In common with many other areas of British society, the forces against change are deeply entrenched. Those with their hands in the general tax-payers' pockets see little need to justify their receipt of such largesse and resent any threat to its continuation. Far from demanding a justification for the preservation of the present system in the light of our criticism, clear signals were given by the DES that radical change need not be seriously considered. The onus of proof was thus removed from the defenders of taxpayer subsidy and placed on those who dared to challenge the propriety of such a subsidy.

Relieved of the need to defend the indefensible, objectors have sought to attack perceived weaknesses in our argument. Those criticisms, however, were ones we anticipated and dealt with in our paper. They include the suggestion that implementation of our proposals could lead to a decline in academic standards and quality; "the industry might have to pick up the entire bill, most of which is currently being met by the taxpayer."

Another criticism levelled at our paper is that poorer students would be debarred from business schools because they would be less able to borrow from financial institutions. Yet another is that consumer ignorance of the quality of the new schools would prevent students making informed choices between them. These were answered in detail in the last read part of our paper—chapter five.

In its comments on the paper, the British Institute of Management defended the logic of taxpayer subsidies for management education: "the benefits to society of highly trained, successful managers are surely wide-

spread". No one denies that the benefits are widespread; what is in doubt is whether this can only be achieved by taxpayer subsidy. Most business education in Britain is already privatized. It is carried on by companies for corporate personnel. Should these be supported by taxpayer subsidy?

There have, however, been a few interesting fresh objections and variations on old ones, which require attention. First, it has been argued that privatization would raise prices and reduce the numbers of home students and increase that of foreign students. In response to this, we would argue that privatization would put a premium on increased efficiency, which one would expect the cost per student course to fall. The point of our proposals, however, is that such costs should be borne by the beneficiary of the course and not by the taxpayer. The benefit to the student taking a Master of Business Administration (MBA) course is considerable according to the Business Graduates Association, a subsequent increase in salary of 40-60 per cent is typical. It does seem a perverse redistribution of income to take money from the general taxpayer to provide a small élite group with the opportunity to pole vault to the top of the salary scale.

Even if privatization did result in a reduction in the level of demand for home students for the MBA courses in their present form, it would not imply the demise of business education in Britain. Faced with the possible loss of one source of income, any other business would look at its product portfolio, devise new and profitable ways of meeting customer needs, and modify or eliminate those products whose profitability had become impaired by changing market conditions. Most of the objections from the business schools are based on the possible implications for the existing product portfolio, which they seem to regard as sacrosanct and incapable of change. The MBA, however, is a flexible instrument; and variants can be devised to meet most market conditions.

Furthermore, except for students at a few favoured institutions, most MBA students currently pay not only their course fees but also their own living expenses. In addition, all foregoing salaries during the period of full-time instruction. Measured against this substantial total cost, the extra burden imposed by the withdrawal of subsidy would be relatively small. And, if it were made for the marketability of the MBA, it is justified then even a non-subsidized MBA would still represent one of the best investments currently available.

Hugh Murray

Hugh Murray is professor of export management and international business at the City University Business School.

tangible gains—competition with the peer group, need to express ideas clearly and succinctly, working in groups, learning of others' experience, etc."

The trend towards open learning, in the form of the part-time and distance-learning MBA, stems from the growing recognition that managers need new ways of accessing programmes of education and training, a change in values which emphasizes choice and flexibility for the learner, and rapid developments in the area of computer-based learning. The integration of such methods into distance-learning programmes is a very exciting development for management education.

The utility of computers is not restricted to distance-learning programmes. They, together with user-friendly operating systems and a wide range of software packages, are increasingly being introduced into all forms of management education so that students become familiar with them as a general management aid. A related point is that the information systems content of management education is increasing. So is the content devoted to international business; as business becomes increasingly international, management education that is insular and parochial loses its relevance and credibility. This will mean, among other things, a greater emphasis on language training in management education.

George Bain

George Bain is chairman of the school of industrial and business studies at the University of Warwick.

Management Education

Open management



Ian Dey

At a recent British Institute of Management conference on Industry Year evidence was presented that of the 2.5 million managers in Britain, only about 15 per cent seem to have a degree or qualification, including 2 per cent with a business degree or management qualification. Britain's output of Masters of Business Administration (MBAs) is about 1,500 per annum, whereas the United States produces ten times as many and France's output is greater by a factor of five. This difference must take into account the starting bases: in Japan, for example, 95 per cent say on at school voluntarism by the age of 18; in the United States the figure is about 90 per cent compared with 22 per cent in Britain. The relative skill and qualification penetration of our managerial workforce is low. Nor is our attitude to retraining and updating much better.

If we accept that performance is strongly linked to the quality of the workforce, then without a doubt we have a less well qualified and trained management in numerical terms than our major competitors. Clearly, there is a need to increase substantially the number of trained and qualified people entering management. There is also a need to provide a route to training and qualifications for those already there.

Those of us who have been with the Open University (OU) from the early days have faced such a challenge before. Set up to cope with the perceived need for a route to a first degree for mature adults studying at home in their own time, the OU found a solution that has turned out to be effective and successful—producing course materials which are a mixture of good quality print, audio-tapes and video-tapes, supplemented by full-time residential activity and local tutor support. It was natural, therefore, for us to consider applying these techniques to the needs of managers.

But was the need matched by demand? This was a vital question for us, especially as whatever courses were offered had to operate under the externally imposed artificial constraint of "self-financing". In 1979 Brian Lord, Director of the Open Business School, with support from the Manpower Services Commission (MSC), undertook some feasibility studies which demonstrated what everyone knew or suspected—that most managers simply cannot cope with the conventional requirements of full-time study for a substantial period of time. Most of them readily recognize that they need training and they quite positively want to do something about it; but the majority can do very little because existing courses are so inaccessible. This evidence, bringing together needs and demands, persuaded us to launch our first courses in management education. Everything that has happened since convinces us that we were right.

Our first course, "The Effective Manager" (set up with a grant from the Foundation for Management Education and with a great deal of advice, encouragement and support from the British Institute of Management) was offered for the first time in the autumn of 1983 with an initial intake of 1,500. Since then we have received some 7,000 registrations for the Open Business School and nearly 2,000 companies have demonstrated their confidence by providing assistance in the form of fees—either through individual sponsorship or group bookings. The courses are produced on the usual high way—via course teams which bring together the subject experts in the field and experienced course-producers. Each course is externally assessed at every stage of its development to ensure comparability and quality of standards. Intended to stand on their own and be relevant to the individual, the courses are immediately applicable to the manager's work, leading to effective and lasting improvements in performance. They are also intended to be relevant to the company or organization, to meet the current management and training needs of British and overseas firms. The courses are flexible and can be studied on a part-time basis over when to study; they can therefore be fitted into busy schedules. There are no entry qualifications; and as the Open Business School is part of

interested in starting their own business or who is already in a start-up enterprise. We offer a substantial pack including a video-cassette and access to a personal advisor with small business experience who provides feedback on the development of a business plan. At the end of the course, students can present their business plan to a panel of business experts and receive dispassionate comment on it.

We are also preparing a course on "Women into Management", funded by the MSC, which is aimed at preparing and persuading women to think themselves as potential business managers and to enable them to re-enter the employment market with confidence, and to move on to "The Effective Manager" course. The pilot version of this course will be available later this year.

I began by referring to the lack of opportunity to acquire an MBA through part-time study. There is no question in our minds that there is a massive demand for such a qualification from those who have already studied our courses; indeed, we have just a few students because we are not yet able to offer such a programme. We have abundant evidence that our manager-students are extremely enthusiastic about what we teach and the way we teach it and that many of them could not have studied at all had it not been for our methods. However, as it has always been the aim of the school to offer an MBA, planning is at an advanced stage whereby such a qualification could be added on to the diploma.

Those of us involved with the Open Business School, from inside or outside the OU, are confident that the existence of the school and its courses has transformed management education in this country in much the same way that the OU itself has transformed higher education during the past 20 years. Distance learning can never replace conventional teaching, but it does provide a powerful method for giving the lot of a great many people who need and want management education and training.

Ian Dey
 Dr Ian Dey is Acting Director of the Open Business School at the Open University, Milton Keynes.

Other courses currently available include "Accounting and Finance for Managers" for those with little or no formal training in the financial aspects of their roles; and "Marketing in Action", produced in collaboration with the Cranfield Institute of Technology, for those managers needing to find out how to develop the principles of marketing into practical action of benefit to themselves and their organization. "International Marketing" is aimed at helping those concerned, or about to be concerned, with marketing overseas; and "Managing People" is for anyone responsible for employees, whether in a large or small organization or in any sector, and provides a grounding for any time manager planning to go on to more specialized personnel training. "Personnel Selection and Interviewing" is one such more specialized course concentrating on personnel selection processes, the residential weekend associated with this course providing practical experience. "Planning and Managing Change" provides a help in recognizing the factors affecting change in an organization, change in top management, change in product, change in technology and change in the beliefs and perceptions of the people in the organization.

Each course (apart from "The Effective Manager") lasts 55 or 110 hours. They can be studied on a one-off basis, but they also form part of the Diploma in Management offered by the Open Business School. This diploma can be constructed on the courses available to total 840 study hours in all, although we insist that somewhere within their programme the student includes "The Effective Manager", preferably first, the "Accounting and Finance for Managers" course and "Marketing in Action"—the remaining courses being at the student's discretion. We would like to extend the pipeline include courses in the business environment, design, and information systems. We expect to have sufficient courses available so that the first diploma can graduate in 1988.

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Management Education

BOOK REVIEWS

A plethora of myths

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Professors of management are rather like England batsmen in the West Indies. They are pleased to be in the sunshine while their colleagues in the higher education system are suffering the coldest winter of the century. But they are conscious of the bouncers coming in from either end. To businessmen, academics and inexperienced in the real practicalities of business management. To fellow academics they are seen as fly, snivelly and rootless, the Dirty Dens of the Senate House.

Small wonder that there are two distinct styles in management writing. One is as ponderous and pedestrian as the worst excesses of the "progmen" to a handbook on recent thinking on Feuerbach's *Use of the Full Stop* school - all ducking and weaving, no runs and not much excitement. The other swishes and heaves in an opportunistic, chirpy and ebullient fashion, but is always likely to hole out at fine leg before scoring. The bestsellers undoubtedly seem to come from this latter category, the classic example being Peters and Waterman's *In Search of Excellence*, eagerly gobbled up by managers and management academics worldwide in search of the quick fix. We have our own British cover version of this top of the US pops in Goldsmith and Clutterbuck's *The Winning Streak*.

Although these productions are methodologically naive, with a heavy reliance on anecdotal evidence and selective exemplification, they are by no means entirely worthless. They are at least related to the real problems of management. They reveal simple maxims and vulgarize complicated analyses, but often to good effect. Management is, after all, vulgar and simple - which is why the British regard it as beneath them and the Japanese as so good at it.

But too often textbooks of management follow the first approach - of dull, cautious, restatement of a conventional body of literature covering topics of no obvious immediate concern to managers. Still worse when these books are produced by academics, they sometimes do not even represent the best and most current of the relevant intellectual traditions. Thus, Weber generally gets a mention, but rarely if ever Giddens or Offe.

Torrington and Weightman's book is not as successful as the senior author's widely used text on personnel management. This is indeed a personnel manager's view of general management. It is solid, compendious, and generally sensible. It is not quite clear at what group the book is aimed and the authors' disarming reference to feedback from 20 years of age to 60, from undergraduate to postgraduate, from first line supervisor to managing director, does little to reassure. Some of these groups will find the material banal, for others it will be beyond their experience and comprehension. Some topics are not thoroughly developed, whereas the treatment of others is too generous.

I wonder how practical managers will take to the notion that the modern nation state evolved 4,500 years ago and was brought into being by the building of the great Pyramids at Giza, near Heliopolis in Egypt. The Pyramids exercise a strange fascination over the minds of modern men and women. Yes... but. If the

historical analogy is to be taken seriously, then some positioning in terms, for example, of say Wittfogel and hydraulic societies would be useful, but as it stands a tendentious historical theory is used as a peg to introduce a rather facile discussion of the importance of management.

Chapter two is a rather routine collection of old highlights. It is too early in the book and distracts the reader from the main trend of the argument. Everything is described and nothing explained. Indeed, the authors' view of history is somewhat whiggish throughout. Everything is getting rather better, more coordinated and organized, and management theory is just the thing to put the whole boiling together. This and the routine regurgitation of Fayol, Follett, Machiavelli, and Mayo get the whole thing off to a very limp start.

The tragedy is that hiding within this turgid morass is a very good strong thesis. The authors argue in chapter two that the academic deification of management practice into management theory has gone too far and quote with approval the more damning critiques of Mintzberg who refers to "management" as "a plethora of myths, shibboleths and incantations which our most successful competitors seem able to do without." Later, they quote from their own research which finds that British organizations "encourage middle managers with a proven experience in a technical specialization to abandon this in favour of very general and usually straightforward managerial and administrative duties." The problem is that their own textbook is precisely aimed to encourage that very process.

I would willingly have traded much of the rehash of secondary materials for a coherent exposition of management and organization around this theme. An exposition of task, role, structure, and organization around the analysis of what managers actually do in different cultures - some of them more successful at the business of management than we in Britain seem to be - would have been illuminating and arguably more challenging and stimulating for students and managers alike. As it is, the authors have chosen a typical civil service kind of compromise in which they conclude fairly and irrelevantly that there is something to be said for both murderer and victim.

Despite all this, Torrington and Weightman have made a serious stab at incorporating some of the findings of contemporary research and have attempted to position management as a field of knowledge with a history and a tradition of serious intellectual concern. The occasional intellectual expression and the uneasy mixture of the ponderous and the jokey do not submerge the essential fairness and

Keeping stock

Accounting Theory and Policy Making by Brian Underdown and Peter J. Taylor
William Heinemann, £12.95
ISBN 0 434 91914 4

Management Accounting: a review of contemporary developments by Robert W. Scapens
Macmillan, £25.00 and £8.95
ISBN 0 333 35931 3 and 35932 1

Much work at the frontiers of accounting theory remains obscure both to the practitioners of accounting and to the users of accounting data. Both these books set themselves the task of interpreting the ideas and language of researchers and of relating those ideas to policy-making and practice. As Robert Scapens says, researchers must be prepared to develop their work "to a point where the practical implications become intelligible and, more importantly, acceptable to practitioners."

Brian Underdown and Peter Taylor set out to achieve two aims: first, to provide an understanding of the main contributions to the development of accounting theory; and second, to identify how accounting policies are formulated and how policy-makers in their deliberations and choices. Such ambitions are made more difficult

openness of their approach. It is possible to engage intellectually and to obtain a sense of what the endeavour is about.

Whitmore endeavours to introduce the reader to the whole field of administrative management. However, his book is dated and some sections are defective. The chapter on industrial relations omitting as it does almost everything of importance that has happened in recent years while meandering through Tolpuddle, Taffvale (what, an Osborne judgement?) and the curiously misnamed Combinations Act of 1800 (sounds a lot more interesting than the real thing), should have been omitted.

Some good points are made, but the book is heavily dated and contains so much serious irrelevance that the book cannot be recommended. When the author's knowledge such as clerical work assessment, his touch is surer, but regrettably these are among the most dated topics in the compendium. When management teachers and authors stop being serious, pompous and academic and get down to what managers actually do and what can be shown to be helpful to them and whether there are methods for improving managerial performance, they can really be quite interesting. Torrington, Weightman and Johns have produced a really useful book, the sort of book you would actually wish to buy and have with you when doing things. It will not get on to academic booklists (more's the pity) but it may actually tell managers something they do not already know and students something of the job of management.

The book consists of a series of tests, checklists, exercises, and reading lists, linked with short, punchy introductions to topics. This is unashamedly a cookbook, and a good one. It will be used and will probably stimulate more genuine rationalization than many textbooks. It is also perceptive and authoritative in a schoolmasterly way. The authors feel free to dig at the reader suggesting "If you are not puzzled by some aspect of how your organization works, please let us know: you must be unique." Punchy quotes from such luminaries as Voltaire, Toffler, Beynon, John Stuart Mill and Michael Edwards evidence the authors' catholicity of reading far better than the worked examples of historicizing in their textbook. And they also quote with approval Bacon's dictum that "reading maketh a full man; conference a ready man; and writing an exact man." This is an exact book. Its aim is surer because it is based on an approach to teaching which works in the classroom as textbooks never do.

David Weir

David Weir is professor of organizational behaviour at the University of Glasgow.

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continued on page v

Management Education

BOOK REVIEWS

Zen and the art of managing

The Management Challenge:
Japanese views
edited by Lester C. Thurrow
MIT Press, £14.95
ISBN 0 262 20053 8

Kubota: the Japanese corporation
by James C. Abegglen and George Stalk Jr.
Harper & Row, £15.95
ISBN 0 06 338004 8

Japanese Participation in British Industry
by John H. Dunning
Croom Helm, £25.00
ISBN 0 7099 4500 0

The Industrial Relations Practices of Foreign-owned Firms in Britain
by Peter J. Buckley and Peter Enderwick
Macmillan, £25.00
ISBN 0 333 35293 9

Japanese management is a topical issue, but how much of its success is simply good management? Are Japanese firms in Britain as successful as their parent companies? The discussion was touched off by James Abegglen with his 1958 book *The Japanese Factory: aspects of its social organization*, which helped to popularize the ideas of "lifetime employment" and of an attitude towards the employment relationship claimed to be markedly different from that encountered elsewhere.

Abegglen's book became the inspiration for many "soft" or human relations interpretations of the management of Japanese companies. Lightly based on management style, "hard" views were expressed in Robert Cole's *Japanese Blue Collar: the changing tradition*, which also looked at smaller companies, and in Marsh and Mannari's *Modernization and the Japanese Factory*, which quoted shop-floor employees. "Soft" interpretations tend to emphasize allegedly "Japanese" characteristics, sometimes described as "cultural" - an indefinable rag-bag concept. "Hard" interpretations tend to assume that management is totally rational, to be explained solely in terms of investment, product development, corporate strategy, and so on. But does either extreme help us to understand how Japanese managers have achieved demonstrably successful results since 1945 or how we might profit from their example?

Lester Thurrow's book is valuable because it consists of 11 contributions by Japanese authors. There is, however, a problem: not all such Japanese writing is based on empirical evidence. Moreover, one sometimes suspects that generalized and idealized

continued from page iv
good valuation, depreciation, and goodwill. It is a pity, however, that rather more consideration is not given to the problems of income measurement which relate to "group" accounting. Although the relevant chapter deals with the issues of acquisition versus merger accounting, it gives only summary attention to consolidated accounts.

Although the book could not be recommended to those coming fresh to the study of accounting, and perhaps does not fully realize its ambitious aim of linking theory and policy, its comprehensive survey of financial accounting theory and issues, its extensive bibliography and useful end-of-chapter questions should ensure it a place in many third-year undergraduate and postgraduate courses in business and accounting.

Robert Scapens's less ambitious aim is to provide an "accessible review" of recent research in management accounting while "limiting the complexity of the mathematical topics". However, although it is possible to read this useful, albeit selective, survey without any significant mathematical or recent developments, a mathematical background would undoubtedly provide the reader with a more

accounts are for foreign consumption, although this does not apply to most of Thurrow's contributors.

In his aptly titled chapter on "The perceptions and the reality of Japanese industrial relations", Professor Shimada criticizes those outside Japan who believe that "the Japanese are a homogeneous and consensual people, with industrial relations that are as a consequence harmonious, trustful and peaceful". Although this may be true in comparison with Britain, the United States, France or Italy, the image is otherwise incorrect. Japanese managers devote skill and effort towards ensuring good employee relations - and uninterrupted production. They must manage. In 1947-1948, during other well-documented conflicts and during the recent Japan National Railways troubles, events reminiscent of the British miners' strike have taken place.

In the category of generalization, without empirical evidence from even one company, is the opening description of "motivation and productivity". According to this theoretical model, "The productivity of the Japanese economy has been so high because of the delicate sense of balance inherent in the Japanese people". But although many Japanese managers are skilful in motivating employees both to cooperate and to compete, Japanese industry was not famous either for quality or for productivity until the 1960s: so much for "inherent" qualities.

Thurrow asks how far the United States can learn from the Japanese example; and this question can be applied to Britain too. Business is taken more seriously in the United States than in Britain: the market is larger, unions are more concerned with employment issues than political issues, and agreements are enforceable.

Abegglen's 1985 sub-title shows how far he has changed his views since 1958: *how marketing, money and manpower strategy, not management style, make the Japanese world pace-setters*. The chapters are equally explicit and deal with the scale of production; "functional" structures of production; specific market niches; production management; and research and development. His book should be compulsory reading for the complacent and for all those who believe it was "not invented here". It is not for us.

"Working with banks and shareholders for company advantage" explains the long-term finance for industry that enables companies to develop and market new products, achieving the virtuous circle of increased competition, which leads to job security and rising living standards. "Government help and hindrance" cuts through the endless and sterile theoretical arguments, so prevalent in Britain, about "planning" versus "the free market". Japanese official policy is aimed at "accelerating market forces". Possible future scenarios for Japanese business are also discussed.

Professor John Dunning's book is a carefully researched, comprehensive work that sets out to fill gaps in awareness of the scale, management style and implications of Japanese participation in British industry. How

of security. But the topics selected - cost-volume, profit analysis, variance investigation, information economics, and cost allocation - are central to current development and should provide the non-specialist student with useful insights - along with a six-page bibliography to follow up awakened interests.

Both books serve a useful purpose in surveying progress and research in accounting. I can only hope that some note is taken of Scapens's plea to bring theory and practice closer together, and to seek greater cooperation between researchers and practitioners.

John Bull
R. J. Bull is Deputy Director (Academic) of Plymouth Polytechnic.

A second edition of Rosemary Stewart's *The Reality of Management* has been published by William Heinemann at £14.95.

A second edition of Bette Ann Stead's *Women in Management* has been published by Prentice-Hall at £20.30.

A collection of articles on *Current Research in Management*, edited by Valerie Hammond, has been published by Lawrence Wren at £18.50.

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BOOK REVIEWS

Frontier crossing

International Business: firm and environment

by Alan M. Rugman, Donald J. Leavay and Laurence D. Booth
McGraw-Hill, £26.95
ISBN 0 07 054274 0

Britain and the Multinationals
by John M. Stopford and Louis Turner
Wiley, £12.75
ISBN 0 471 90839 8

Strategic Management in Multinational Companies

by Yves Doz
Pergamon Press, £21.50 and £10.75
ISBN 0 08 031808 8 and 031807 X

The past two decades have witnessed a major upsurge of interest in international business within the curricula of business schools and related faculties. Most of the early academic work on the subject in the 1950s and 1960s followed closely on the emergence of large volumes of international direct investment in that period, particularly from American sources.

Though stemming initially from economic roots, the literature rapidly became multidisciplinary and the focus of interest was consistently centred on theoretical explanations of the internationalization process; studies of economic impact in countries, sectors or regions; the managerial challenge posed by international operations; the role of multinationals in industrial development; and so on. These three books are therefore representative of the wide spectrum of contemporary interest in the subject.

The first is a valuable addition to the increasingly competitive field of textbooks in this area. Though primarily designed for Masters of Business Administration students in the United States and Canada, it has considerably wider applicability both because of the approach taken and because it endeavours to preserve an international spirit in its sources and references. Its subtitle suggests an environmental focus, but it effectively combines appropriate contextual study with chapters giving useful insight into many operational issues – environment, theory and operations being presented in a pleasing balance.

The five parts of the book cover multinational enterprises and trade; the firm and the international environment; the financial environment of international business; its regulation; and its strategy and management. Each of the 18 chapters has a summary and a series of questions, exercises or brief cases. This is an ambitious book designed to straddle the economic and business approaches to the subject and tap the widest possible market. With a few exceptions it avoids the dangers of superficiality and brevity, frequently by the use of selective additional references. It reads well and deserves to be widely adopted.

In the wake of the recent political furore over the potential sale of parts of British Leyland and in the aftermath of the Westland affair, Stopford and Turner's book has proved timely, as it attempts to look both at the impact of

Management Education



foreign multinational companies on the British economy and at the effect of British multinationals investing abroad. The authors' approach requires an exploration of the economic, social and political dimensions of this diffuse subject. Though not formally so structured, the 10 chapters pursue three themes: international competition; history and economic impact (forming the bulk of the book); and various aspects of the politics and regulation of multinationals.

As the book takes a general sweep at many of the major issues involved in a desire to provide an integrated account of the subject, enthusiasts for theoretical depth or empirical rigour must look elsewhere, although it is regrettable that for many key aspects they will look in vain. The truth is that we know relatively little about the benefit-cost balance of inward or outward investment in the British context, beyond broad aggregations. Little sectoral or firm-specific research has been undertaken, and whole areas suffer from serious data and disclosure problems. Although at the policy level British approaches have generally maintained an open door, this has been constrained by the volume of British overseas interests – leading to a lack of sustained interest in policy evaluation.

Against this background, the authors make a commendable effort to pull the evidence together, although they do show occasional signs of frustration over the material at their disposal. The end-product is therefore useful as a general account of the subject, which should stimulate further research into many of the unresolved issues. The book will be used by students of the phenomena of multinational business and those with a broad interest in its implications.

Yves Doz's book represents a further development of the author's extensive work at Harvard and the Institut Européen d'Administration des Affaires in Fontainebleau on strategic management based on detailed industry and company studies. As such, it is concerned with the various pressures under which multinational companies operate as they attempt to achieve a balance between the need for global integration to maintain competitive advantage and the requirement to respond to host country and market demands for a measure of local responsiveness. The book is based on a large number of detailed case-studies undertaken by Doz in six industrial sectors during the period 1976 to 1982. Readily acknowledging the limitations of such an approach, Doz presents carefully-referenced material of considerable depth.

The first two chapters establish the analytical framework for the author's study of multinational integration versus national responsiveness, the relevance of these issues for international

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Derek Pugh

Derek Pugh is professor of systems at the Open University.

BOOKS

Children of Deng

Youth in China

by Beverly Hooper

Penguin, £3.95

ISBN 0 14 008158 5

Children of Mao: personality

development and political activism in

the Red Guard generation

by Anita Chan

Macmillan, £25.00

ISBN 0 333 37043 0

How should we judge whether a youth is a revolutionary? How can we tell? There can only be one criterion, namely, whether or not he is willing to integrate himself with the broad masses of workers and peasants and does so in practice.

This remark by Mao Zedong commemorated the 20th anniversary of the May Fourth Movement 1919, a radical and patriotic prelude to the establishment of the Communist Party of China. Reproduced in the "little red book" of Mao's Quotations, it found utterance in the innumerable meetings and marches of the Cultural Revolution (1966-76). What of China's youth today? And, in what manner did Mao's words find so ready a response in those turbulent days?

Our two books make clear – to quote the conclusion of one – that "the 1980s are not the 1960s; and the children of Deng are not the children of Mao". It is not difficult to agree with this, just as one would assent to the proposition that the children of neither Stalin nor Khrushchev were the children of Lenin. Also, both books carefully avoid a view of China's youth as having gone so far as to repudiate the revolutionary past.

Beverly Hooper sees youth today developing in relation to social control, traditional values, and economic development. Central control is even more important for Anita Chan; but her perspective is that of the growing pains of the Red Guard generation – in awe of the historic achievements of its elders, and frustrated in the knowledge that comparable opportunities for revolutionary heroism are now unlikely to arise: hence, the excitement of the Cultural Revolution. It is in the nature of the case that these books offer individual and group portraits of the past and present, leaving the future uncertain;

but, as portraits, they are excellent. Beverly Hooper's subjects, people aged between 14 and 25 living in China, are found to share much with youth in Hong Kong, Taiwan, Singapore, and the Third World generally, while – especially in the towns – set in an East European or Soviet-type environment. There has been material improvement and socio-cultural relaxation since the 1960s, without a "western" liberty being attained or in prospect. The author has appropriate words of criticism for popular accounts of "westernization" that read too much in the rising consumption of Coca-Cola or the acquisition of smart clothes and motorcycles. Much contemporary western and Hong Kong music is still banned. Social life even in the major cities tends to close down by 9 pm. Youth is constantly warned against western decadence and frivolity, and does not yet display a western-scale "generation gap" with its parents.

Following the anti-elitism and questioning of the Cultural Revolution, a Confucian-type teacher authority has been reimposed on the student population; but, outside the spartan classrooms, there is crime and indiscipline, increasing theft of the new consumer goods, and physical violence among young males who feel driven too hard in crowded conditions. There is political apathy and some outright rejection of socialism, some turning inward, even something like a religious revival. Such tendencies do not point to Mao's call to youth quoted above, for integration with workers and peasants, being greatly heeded today.

Beverly Hooper cites many frustrations: official barriers to early marriage, and postgraduate assignments to remote places; and now, unemployment – without a western-type unemployment benefit, so that the young unemployed depend on their families, with all the related personal tensions (and, temptation to crime).

An official "feminism" is found alongside a new femininity encouraged by the new consumerism, but this official "feminism" does not accept premarital sex nor single mothers. A 1983 Peking survey of ten higher education institutes found half of their young men rejecting the notion of a wife with higher education. It is a pity that China's population-control policy receives little mention and no discussion, for the transformation of the old family life to that of the "spoil, only child" must have far-reaching effects on traditional attitudes. But this honest book is a factual report on contemporary youth, and avoids speculation. It deserves to be well read not by the specialist alone, but by the general reader requiring a vivid introduction to China's people and present problems. Anita Chan has written an altogether different type of book. Hers

is a clinical, inward-looking study of intellectual and emotional development under the impact of the Cultural Revolution, based on interviews in Hong Kong (1974-76) with former Red Guards. Mao's call in 1966 to rise up against "bourgeois academic authorities" brought out "authoritarian-personality" traits that were latent in these young students, four of whom are studied in depth. They experienced, in varying degree and manner, revolutionary devotion and commitment, pain and frustration, having to cope with a changing and sometimes obscure political "line". This is a profound study of youthful development and also of the social class, group aspects of classroom rivalries and organization. The call to revolutionary action held differing significance for the young people, depending on their family origins as well as on their personal ambitions and inclinations.

Anarchy and faction-fighting – eventually quelled by army units and Worker Propaganda Teams – was followed by ruse and the break-up of the Red Guard organizations. Anita Chan's interviewees came to feel

discarded by the political system to which they still emotionally belonged, and the system itself lost its legitimacy for them. Yet, in retrospect, these former Red Guards acknowledged their gratitude for the great enrichment of their experiences; surprisingly, they retained much radicalism and idealism, even in Hong Kong.

This powerful study includes supplementary details concerning the "authoritarian personality" concept, derived from Erich Fromm and, ultimately, T. W. Adorno. But the book attempts even more in asserting in too brief a space the primacy of school over home-socialization, and attacking the "national character" theses of Lucian Pye and others. These, surely, are contentious matters deserving of treatment in their own right, rather than being thrust into a work that is already replete with the most interesting insight and analysis.

Isaac Ascher

Isaac Ascher is principal lecturer in the department of politics at the City of London Polytechnic.



A school-child in Xiamen, south-east China

Power in Africa

Politics in Sub-Saharan Africa

by Roger Tangri

James Currey, £5.95

ISBN 0 85255 300 5

Over the past year the market in textbooks on African politics has become extraordinarily competitive. For at least a decade no such general works were published but all of a sudden we have at least half a dozen. Appearing just slightly after the others there is some danger that Roger Tangri's will be at the back of the queue. This would be a pity as in many ways this is a most useful book, if a little uneven.

Its early chapter on African nationalism is perhaps the best short summary currently available, its stress on the fragmented nature of the nationalist movements doing much to help explain developments in the post-independence period. I would however take issue with Tangri's arguments on the extent to which the colonial authorities sought to "create" the social cleavages. However, even here Tangri's writing is generally free of the cloying dogmatism which has obscured much of the debate on this topic.

In his discussion on the penetration of capitalism into Africa's economic base Tangri totally ignores the vitally important works of Goran Hyden

ness on the part of the authorities in the terminal colonial period.

Central to Tangri's approach is the discussion on the relative levels of importance in shaping political developments of class and ethnicity but here I feel he overstates the former and understates the latter. For him political ethnicity is essentially a product of the manipulation of cultural differences by unscrupulous elites in their own interests. This seems a very partial picture and misses out the extent to which those elites are themselves prisoners of the cultural heterogeneity of African states reacting to, rather than creating, the social cleavages. However, even here Tangri's writing is generally free of the cloying dogmatism which has obscured much of the debate on this topic.

In his discussion on the penetration of capitalism into Africa's economic base Tangri totally ignores the vitally important works of Goran Hyden

which have argued that it is in fact pre-capitalist modes of production which characterize the bulk of the economy in many African states. The debate is partly enlivened by this omission. Even in such a short book the few pages devoted to the military are inadequate in the light of the central role they have played in so many African states. Finally, the single map provided is quite the worst I have seen and even omits the name of one state completely.

Any book covering such a wide topic is bound to raise grumbles from specialists in that field and Tangri's is no exception. However as an introductory book this is well worth a place on students' reading lists.

John A. Wiseman

Dr Wiseman is lecturer in politics at the University of Newcastle upon Tyne.

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Ticking off Europe

Peace and Survival: West Germany, the peace movement and European security
by David Gress
Hoover Institution Press (distributed by Clio), £15.25
ISBN 0 8179 8091 1

There are two distinct levels on which Dr Gress's book may be approached. The reader looking for positive knowledge will find in it a fair amount of information, for example, about how the idea of peace has been perceived from ancient times through the middle ages down to the 20th century. Chapter three, for example, contains an interesting discussion on how the question of national unity and identity has been seen since the 1960s by a number of well-known historians in the Federal Republic of Germany, even if Professor L. Gall, the editor of the time-honoured *Historische Zeitschrift*, will be dismayed to see himself described as a "journalist". Other passages deal with Christian theology since the Second Vatican Council of 1962-65 and "radical" theologians such as Hans Küng.

No doubt, and as 35 pages of small-print notes testify, Dr Gress has, in eager-beaver fashion, rummaged through many sources for tit-bits on the impressive range of more detailed questions. And yet, to understand the purpose of the book, the reader has to descend to another level and to try to get hold of the foundations of his

carefully constructed argument. Most of this argument is to be found in his second part where he is concerned with what he calls the "ideology of Europe". Here he elaborates his belief that "the Europeans" have betrayed the Atlantic Alliance and its guiding principles; they have forgotten that the Soviet Union is the real threat to "peace and survival" in the world.

Instead "the Europeans" have turned against the United States, the actual guarantor of stability and democracy; they have allowed themselves to be carried away by their anti-Americanism and are soft on the Russians.

Such generalized accusations, Dr Gress was shrewd enough to realize, were bound to remain unconvincing unless they were backed up by something like a case study that would prove his point. Although the European left in general is the target, he knew that West Germany's social democrats and liberals presented particularly suitable whipping-boys in the eyes of the book's sponsors, the Hoover Institution. War, Revolution and Peace. Certainly this organization has long supported an approach to international relations and the East-West conflict which Dr Gress calls "philosophical".

Accordingly, all West German politicians and intellectuals who have been critical of neo-conservative thought in the United States and of Weinbergerian perceptions of world politics have plenty of scorn poured over them. These include Willy Brandt and Helmut Kohl, as might be expected, but more surprisingly also Theo Sommer, the editor of the very respectable weekly *Die Zeit*, and Rudolf Augstein, the owner of *Der Spiegel*, as well as the nuclear physicist and philosopher Carl Friedrich von Weizsäcker. On the other hand, a man

V. R. Berghahn
V. R. Berghahn is professor of history at the University of Warwick.

BOOKS

But a walking shadow

The Anthropic Cosmological Principle by John D. Barrow and Frank J. Tipler (Clarendon Press, Oxford University Press, £25.00) ISBN 0 19 851949 4

Throughout history men and women have gazed out at the universe and asked the question: what role do we, as conscious purposive individuals, have to play in the great scheme of things? The question has kept philosophers and theologians busy for millennia, but scientists too have often been quick to point out the implications of new advances in their subjects for the relationship between mankind and the cosmos.

Most ancient philosophies treated mankind as central to some great theistic plan and found nothing surprising in the myriad of ways that the natural world seemed to be tailor-

made for human well-being. God's creation had been carefully constructed with us in mind. This "design argument" was used by Aquinas and other early Christian thinkers as evidence for a conservative deity.

With the rise of science following the work of Galileo and Newton, the design argument had to contend with a new cosmic perspective. Newtonian mechanistic science established the idea that the natural world could be understood, at least in part, by rational quantitative inquiry. This could, of course, be interpreted as evidence for a rational God. On the other hand, some scientists regarded the fact that matter and force are subject to strict deterministic laws as painting a too sterile picture of the universe as a vast and pointless machine slavishly trundling towards its final futile destiny, carrying mankind along merely for the ride.

Although science has now largely rejected the Newtonian mechanistic paradigm, with the rise of the "new physics" involving the subtle and occasionally bizarre concepts of relativity and quantum theories, the basic schism persists between those who regard the awesome ingenuity of nature revealed by science as evidence for meaning and purpose, and those who argue that these same discoveries merely confirm a universe trapped, with inescapable inevitability, into a logical straitjacket: it had to be this way. The question then arises: can

science say anything quantitative about the extent to which the existence of conscious beings in the universe is in any sense remarkable? Is the fact that the universe is self-aware a legitimate source of amazement given the seemingly limitless variety of alternative universes that, on the face of it, might have existed in place of the actual universe? Is mankind therefore a fundamental, or merely an accidental, feature of the cosmos? These are the deep issues that are addressed head-on in this monumental and long-awaited work by two internationally respected scientists.

For the past two decades there has been a growing stream of articles and papers from the astrophysics community on the subject of how remarkably fine-tuned the physical universe must be in order that complex structures, and especially carbon-based life, can flourish. These analyses dwell on the many extraordinary "coincidences" in the numerical values that nature has chosen for certain apparently independent physical quantities, on the delicate conjunction of which the existence of biosystems seems remarkably sensitive. They also point out the exceedingly orchestrated and orderly way in which the universe erupted into existence in the so-called "big bang".

A key contribution to this discussion was made in the early 1970s when Brandon Carter articulated his so-called "weak" and "strong" anthropic principles. The weak anthropic principle states, unexceptionably, that we can find ourselves living only in a universe which caters for our essential requirements (for example, the existence of atoms, sources of energy, and stable environments over long periods). That is, our very existence places constraints on the sort of universe we can perceive - which is not to say, of course, that the universe had to be that way. It could instead have been a vast void of conscious biiforms. The strong anthropic principle is much more provocative. It states that somehow nature has to operate in such a way that conscious beings can arise at some stage. In other words mind and matter - or mankind and cosmos? - are somehow interlocked in a self-consistent loop.

Barrow and Tipler critically examine the history and philosophy of such anthropic ideas in a most scholarly and thorough manner. They have assembled a wealth of material dating from the works of Plato and Aristotle to the very latest ideas on unified forces and quantum cosmology. They have also included topics not usually encountered in discussions of the anthropic principle - such as the existence of extraterrestrial life, the ultimate fate of the cosmos, and the extent to which our descendants could use technology to influence that fate. Their analysis ranges across all the sciences and is presented in the main at a level accessible to the average educated conscious individual, although

where their arguments demand it the authors give the necessary technical details. This occasionally means a foray into the rarified realms of quantum measurement theory or general relativity, but the non-specialist reader should not be deterred by this scholarly attention to completeness.

The upshot of this book is that nature's contrivances are legion, but that this does not compel us to believe in a grand design. A careful discussion of universes, of which ours is but an atypical member. If there exist all possible worlds in some sense alongside each other, then it is no surprise that we find ourselves living in the best of all possible worlds; we have simply selected it from all those available by our very existence. It is a compelling argument - if one is prepared to believe in an infinity of unseen universes, and act of faith which is perhaps little different from a belief in an unseen God.

This book does not, however, argue strongly for a particular philosophical position. It is not intended to settle a debate which has raged for millennia, but to stiffen it with some hard science. In this it has succeeded admirably.

Paul Davies

Paul Davies is professor of theoretical physics at the University of Newcastle upon Tyne, and author of *God and the New Physics* (1983).

tion and use of knowledge. Nevertheless, a growing number of psychologists have started to address these questions by pulling on the ideas and insights of cognitive disciplines, especially those of artificial intelligence, linguistics and philosophy. The resulting hybrid is nowadays generally known as "cognitive science".

In this country, among several other important research groups, Anthony Sanford and his colleagues at the University of Glasgow have made notable contributions to the study of intelligent systems, both natural and artefactual. His book clearly manifests his interests and concerns in the area of cognitive science, especially in the latter two-thirds of the text. For instance, there is a clear discussion of techniques for the propositional analysis of discourse and of proposition-based accounts of knowledge representation which duly acknowledge the very serious difficulties inherent in such ideas.

Sanford uses his account of the retention of discourse to inform an analysis of memory for objects and events that is far more interesting than most standard treatments of this literature. The following chapter similarly provides an excellent account of different models of semantic complexity and connectedness. These sections lead on to a consideration of experimental studies relating to modular knowledge structures and the wider implications of this research for understanding human comprehension.

This is followed by two chapters on language. In the first, Sanford gives a very clear and precise account of transformational grammar and makes some interesting observations about parsing and interpretation. These emphasize the importance of context and the domain of reference in understanding speech and written language, and relate back to the same fundamental questions concerning human comprehension. In the second, he considers the sorts of processes and representations which are likely to be used in dealing with discourse and discusses the nature of dialogue. Though generally non-empirical, this latter discussion presents the reader with some interesting ideas and themes. The book concludes with four chapters on thinking, covering problem-solving, intuitive judgement, formal reasoning, and visual imagery. Once again, these are generally very well written, the author having a balanced and open approach.

I was much less impressed by the earlier chapters. Having declared his allegiance to the new discipline of cognitive science, it is unfortunate that Sanford provides little in the way of explanation of the distinctive characteristics, objectives, or methods of that discipline. Instead, he states simply that he will be following an information-processing approach, in which the human mind is regarded as an auto-rule-governed system. Regarding this merely as a device to aid exploration, he seems to dismiss the idea that it

might have profound philosophical or ideological consequences.

Sanford then provides a wholly conventional introduction in which he relates the contents of the book to those influences and predilections which have determined the historical development of psychology as a discipline. It is really not clear that contemporary work actually stands in need of this sort of justification or explanation. As the paucity of references before 1960 in this book demonstrates, we do not seem to be dealing with a cumulative discipline. It would have been much more useful, therefore, to have related the book's contents either to the reader's goals and interests or else to current issues and problems in cognitive psychology.

The first substantive chapter contains a very odd discussion of the "structural stimulus information" which is dominated by psychological theories of signal detection - models which to my knowledge have not been seriously discussed in mainstream cognitive psychology during the past ten years (the author certainly cites no references which would contradict this impression). Moreover, we expect even final-year undergraduates to know about this sort of material? The next three chapters deal with the perception of objects, patterns and words, with attention and processing resources, and with basic aspects of human memory. In these cases, the author's accounts are rather unexciting and occasionally vague, but most critically mention little or no research carried out during the past ten years.

What is also noticeable throughout this book is the omission of any serious account of individual differences in human cognition. Educational research has demonstrated quite clearly (if it needed to be demonstrated at all) that there exist important differences in the levels of processing and comprehension achieved by different learners, and this possibility surely needs to be incorporated into any adequate theory of human cognition. Moreover, the author has drawn almost exclusively on research in the English-speaking world, and omits interesting work in continental Europe and Scandinavia. Although he might disapprove of the latter discussion presents the reader with some interesting ideas and themes. The book concludes with four chapters on thinking, covering problem-solving, intuitive judgement, formal reasoning, and visual imagery. Once again, these are generally very well written, the author having a balanced and open approach.

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John Richardson

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BOOKS

ENGLISH

Lyricism and life

The Collected Letters of W. B. Yeats volume one: 1865-1895 edited by John Kelly (Clarendon Press, Oxford University Press, £22.50) ISBN 0 19 812679 4

This edition of Yeats's early letters is the beginning of what promises to be a major landmark in the vast terrain of Yeats studies. In 1954 Allan Wade published a selection of important letters, and collections of letters to specific individuals such as Katharine Tynan have been separately published. But this edition, in at least twelve volumes, will eventually gather together all the correspondence available for publication, nearly 7,000 letters.

A major undertaking of this kind raises fundamental issues. Is there really such a value in completeness as to justify the enormous labour involved and the inclusion of many items which seem quite trivial, or would the existing selections suffice? Do these letters actually help us to understand Yeats's poetry? Might they reassert the importance of biography at this time of the "death of the author"?

This first volume demonstrates extremely powerfully the value of completeness, for in its very diversity it conveys as living realities Yeats's paradoxical and elusive personality and his complex and many-sided life during the London period. Exiled in England so that his father could find work - "Robinson Crusoe in this dreadful London" - Yeats in his twenties develops his activities, moods, feelings, his friends in Ireland while in fact maintaining contact with an ever increasing circle of people, including William Morris and Madame Blavatsky. The

"trivial" and the "significant" interweave, and intellectual concerns are tangled with personal involvements. As a result, Yeats is seen from many different angles; struggling to establish himself as a poet and a dramatist; seeking to find a place for Irish literature; beginning his relationships with Maud Gonne and Olivia Shakespeare; attempting to define his intellectual and political positions, now with the Rosicrucian Order of the Golden Dawn, now with the Irish National Literary Society.

Yet, as presented in this edition, certain creative and intellectual activities stand out very vividly. We witness the writing, publishing, and reception of "The Wanderings of Ossian"; "never has any poem given me such a trouble... A long poem is like a fever". Through a whole series of letters to Douglas Hyde which were not published by Wade we see for the first time how deeply Yeats was involved in the collecting of Irish folk tales. We live through the writing of the Yeats/Elliott edition of Blake, the excitement at discovering the *Vale* manuscript, and the seemingly endless work on the text: "Enough of Blake & more than enough".

But this edition also brings out for the first time the importance of public activity and social issues in Yeats's early life. Wade's selection and the earlier collections focused on the private side of Yeats's life, showing in particular how important women were to him. In part that is confirmed: the most touching and inward letters here are still those written to Katharine Tynan, and, at the end of this period, to Olivia Shakespeare. But this complete edition shows also how early Yeats became a "public man" and a political presence. A host of letters to his publishers, T. Fisher Unwin, reveal the "dreaming" Yeats as prosaic businessman. The public letters on social and cultural issues printed in the Irish press reveal every skirmish in what he called his "endless war with Irish stupidity": "The people of Ireland respect letters and read nothing".

Two features of the edition are particularly important in bringing all this material to life. The annotations to each letter, the biographical and historical appendices, and the index are absolutely superb. Each recipient, however minor, is identified, for each

letter a context is provided, and countless personal allusions and now forgotten historical events are explained with meticulous care. In addition, the editors, freshly transcribing the letters from the manuscripts, have boldly reproduced Yeats's erratic punctuation and colourful misspellings which in fact preserve his singular vitality and indeed the Irish accent. "You have an inalienable dignity and sublimity of treatment", he writes eagerly to Olivia Shakespeare.

The most difficult issue of all, however, remains the relationship between this life and Yeats's art. The very items which make this edition complete seem to confirm T. S. Eliot's taunting polemic: "the more perfect the artist, the more completely separate in him will be the man who suffers and the mind which creates". In other words, however, it questions that claim, providing an unparalleled view of the material context in which that early lyric poetry emerged, all the more valuable for being at times seemingly at variance with it. In the famous letter attacking George Eliot we find Yeats defining the idealistic basis of his art, rejecting the merely conscious side of man, and asserting the primacy of passion and the heart. Writing to Katharine Tynan he tries to distinguish between the feelings aroused by the landscapes of nature and the emotions suggested by the landscapes of art. To her too "the man who suffers" confesses the terrible futility of all he does in art, "as I looked on my piles of MSS, as though I had built a useless city in my sleep".

The real challenge of this edition is that it asks for an approach to this issue which is at once more imaginative and more historical. Far from encouraging simplistic biographical criticism, it questions the fictions of the personality upon which biographical criticism depends and asks us to work with a much more complex view of the poet's self and its experience in the world. Far from leaving poetry to formalist aesthetics, it implies we should try to seek out the invisible threads that run between the subtle dreams of lyric poetry and all the actualities of life.

Frank Stack

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Dove and hawk

Shakespeare: a writer's progress by Philip Edwards (Oxford University Press, £12.50) ISBN 0 19 519184 5 William Shakespeare by Targy Eggleton (Blackwell, £12.50 and £3.95) ISBN 0 631 14553 2 and 14554 0

It is hard to imagine two more antithetical studies of Shakespeare than the books reviewed here. The methodological and ideological chasm between them epitomizes the modern divide in English studies between the hawks and the doves, materialist Marxists and essentialist liberals, political and formalist theorists and pragmatic commentators.

Philip Edwards's *Shakespeare*, subtitled "a writer's progress", is an Oxford University Press OPUS book whose brief it is to provide the general reader as well as the specialist with concise introductions to a chosen topic or author. Edwards succeeds admirably in offering a wide-ranging chronological appraisal of the works, starting with the "lost years" and Shakespeare's early career in the theatre. The imaginative presentation of human relationships in the plays and in the poems constitutes the modest scope of Edwards's compromise with thematic interpretations. Thereafter the bulk of the book treats the plays under the familiar generic headings of "comedy", "history", "tragedy" and "tragicomedy". This self-effacing approach has the added virtue of clarity and allows the reader to select from the book. At its best Professor Edwards's new study concurs with S. Schoenbaum's *Andrew: Queen's The Shakespearean Stage 1574-1642*, two indispensable primers for the popular and learned enthusiast alike. While Edwards's conservative structuring of his material precludes radically new insights, it encourages intelligent and astute local

criticism.

He writes well on *Titus Andronicus* ("a formidable work") and warns to his task with *Richard III*. He engages only mildly with the metaphysical riches of *Macbeth* and convincingly argues for a suggestive, imaginative connecting of *Antony and Cleopatra* and *Venus and Adonis*. But if Edwards's confident speculations on the literary genetics of *Henry IV* and *Henry V* are sound and thought-provoking, his conclusions from Shakespeare's Roman and English history plays that the author was politically a quietist are unacceptable. Assertions about Shakespeare's putative political allegiances to " Tudor conservatism have been discredited for as long as the equally cosy assumptions about his sympathies with Roman imperialism. Shakespeare did not accept, as Edwards maintains, that "the Rome of the day needed the strong leadership of Caesar" any more than Plutarch, cited here as supportive evidence. Professor Edwards is not surprisingly therefore ill at ease with *Julius Caesar*: his enigmatic reading of Cassius' soliloquy at the end of Act I, scene ii, which includes the imagined scene in which Brutus and Cassius reverse roles of a study which refuses seriously to discuss the relationships between political ideology, history and literature.

No such doubts inform Terry Eagleton's characteristically mercurial essay *William Shakespeare* in the "Rereading Literature" series. In this short book Shakespeare's plays have been wholly appropriated by the author. In *Macbeth* the witches, we are told, are "the heroines of the piece, however little the play itself recognizes the fact", and Lady Macbeth is "a fact", and "history", "tragedy" and "tragicomedy". This self-effacing approach has the added virtue of clarity and allows the reader to select from the book. At its best Professor Edwards's new study concurs with S. Schoenbaum's *Andrew: Queen's The Shakespearean Stage 1574-1642*, two indispensable primers for the popular and learned enthusiast alike. While Edwards's conservative structuring of his material precludes radically new insights, it encourages intelligent and astute local

criticism. At its worst it blinds the author to fine readings of meaning in his texts. Even the obfuscatory jargon of Eagleton's discussion of *Measure for Measure*, with an Angelo out to "reify law and language to a fixed transcendental sense", fails to disguise the chilly expediency of his discussion of death, martyrdom and suicide. This study is intended as "an exercise in political semantics, which tries to locate the relevant history in the very letter of the text". The author is never boring, but falls far short of the high standards set by his several earlier contributions to the study of English literature. When tested against the live energy of Shakespeare's plays it is the fabric of the theory that ought to yield, not the works.

In all, Eagleton covers some 17 plays under the loosely strung chapter headings of "Language", "Desire", "Law", "Nothing", "Value", and "Nature". The argument evolves in the primarily anti-historical context of "the estrangement of sign from thing". This Lacanian frame of reference is generous enough to accommodate several acute discussions of single works. The five pages devoted to *Antony and Cleopatra* are among the best written on the play, unhampered as they are by the customary trappings of tendentious historiography. Notwithstanding the irresistible juggling with phrases like "surplus" and "transcendence", Eagleton cuts through to the play's nexus of "Nietzschean or Yeatsian ethic". This rare, momentary surrender to the poetry of the play at the expense of ideological hectoring enhances one's sense of a missed opportunity.

René Weis

Dr Weis is lecturer in English at University College London.

Thomas Hardy

Few of Hardy's notebooks survived him, and most of those that did were destroyed by his widow. Four commonplace books that had survived are now published by Macmillan in two volumes as *Literary Notebooks of Thomas Hardy*, edited by Lennart A. Björk (£35.00 each; £60.00 the set).

English Books from Oxford

The Collected Letters of W. B. Yeats

Volume 1: 1865-1895

Edited by John Kelly and Eric Domville

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In owl monkeys, the father cares for the youngsters most of the time, from Bettyann Kewles's *Females of the Species: sex and survival in the animal kingdom* (Harvard University Press, £16.95).

Modes of knowing

Cognition and Cognitive Psychology by Anthony J. Sanford (Weidenfeld & Nicolson, £20.00 and £9.95) ISBN 0 297 78585 0 and 78586 9

James Drovser's *Dictionary of Psychology* (Penguin, 1952) defines "cognition" as "a general term covering all the various modes of knowing - perceiving, remembering, imagining, conceiving, judging, reasoning". It follows that the proper business of a discipline of "cognitive psychology" ought to be the analysis of the various ways in which human beings acquire, represent and use their knowledge of the world in which they live.

Although cognitive psychologists do possess sophisticated techniques for empirical investigation which might enable them to address such issues in a systematic manner, many of them actually spend their time investigating rather different questions relating to the performance of human beings in artificial tasks under unnatural laboratory conditions. Until recently, however, cognitive psychologists have been very successful at evading what could be regarded as the most profound, most difficult, and most central problems relating to human cognition: those concerning the nature, acquisition

Godfrey Fitton

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Rock origins

Igneous Petrology by Alexander R. McBirney (Freeman Cooper (San Francisco): Oxford University Press, £37.50) ISBN 0 19 857805 5

Igneous petrology is the study of those rocks which have crystallized from a molten state (magma). Although an understanding of the origin and evolution of magmas now forms a central theme in the Earth sciences, this was not always the case. The past 30 years have seen igneous petrology transformed from an essentially descriptive subject to a highly sophisticated, quantitative science.

Three main factors have contributed to this transformation. First, the realization that many magmas have equilibrated at some point in their evolution with the Earth's mantle has led to significant advances in our understanding of the structure and dynamics of the Earth's interior. Second, the establishment of plate tectonics as a unifying theory within the Earth sciences has underlined the important role played by magmas in the inner workings of our planet. The ocean basins, for example, are floored by basalt produced at mid-ocean ridges during sea-floor spreading. The huge granite bodies found in most mountain belts are now known to be the products of melting accompanying the return of ocean floor material back into the mantle at subduction zones. And third, the spectacular and often devastating behaviour of volcanoes has stimulated investigations into the ways in which magma is stored and either crystallized at depth or erupted. These studies have recently been revolutionized by the application of fluid dynamic theory to magmatic processes.

As the subject has become more and more quantitative, and diversified out of all recognition, the need for authoritative textbooks has become acute. Several texts have appeared during the past few years, and the most recent, by A. R. McBirney, is among the best. Professor McBirney is a well-respected authority on igneous rocks and has been closely involved in some of the major advances in our understanding of the processes operating in magma reservoirs.

His book starts by classifying igneous rocks and then embarks on a thorough treatment of the physical and chemical principles governing the behaviour of magmas and the relationships between liquid and crystalline phases. A chapter on the interpretation of mineral assemblages and rock textures is followed by two chapters on the ways in which the composition of magmas can evolve during crystallization. The first of these is concerned with physical and chemical principles and the second with the evidence for magmatic evolution provided by large layered intrusions.

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BOOKS

ENGLISH

Garish lights

Dickens and Popular Entertainment

by Paul Schlicke
Allen & Unwin, £21.00
ISBN 004800038-8

Idiots in Dickens: the major
techniques and chronological
development

by Robert Golding
Macmillan, £25.00
ISBN 033336917-3

Charles Dickens
by Steven Connor
Blackwell, £12.50 and £3.95
ISBN 063113441-7

Selected Letters of Charles Dickens
edited by David Paroissien
Macmillan, £25.00 and £8.95
ISBN 0 333 36377 9 and 36378 7

Dickens has always been more than
merely a successful novelist. As Paul
Schlicke points out in an engaging new
study of Dickens's life and work, over
a century before the Royal Shakespeare
Company adapted *Nicholas
Nickelby* for stage and television,
Edward Stirling's dramatization of
the novel ran in the West End for
nearly a hundred nights - no mean feat
when most new theatrical ventures
died after a week or two. The novelist
himself welcomed this translation of
his work into another medium, although
Snik's lines about "the pretty harmless
robins" in Stirling's *Nickelby* moved him to
exclaim "Damn the robins; cut them out!"
Dickens was fully aware of what suited
different forms of cultural production,
as he went on to prove with the public
readings from his novels which con-
sumed his later years.

Critics are no longer embarrassed by
this popular (formerly "vulgar") aspect
of Dickens. As Robert Golding pointed
out of some 20 years ago in *The
Dickens Theatre* (before it became
fashionable to do so), the novelist's
"theatricality" is inseparable from his
art, good or bad. Paul Schlicke is
hardly original in claiming that recognition
of the central role of "popular
entertainment" in Dickens is "essential
to an understanding of his work".
Yet he does provide rich new evidence
for this view: ranging from showmen's
memoirs, playbills and journals, to the
popular "autobiography" of Bob, a
dancing, fencing, somersaulting
canine who evidently prefigures the
performing troupe that lighten the
reader's journey through *The Old
Curiosity Shop* - along with assorted
warriors, dwarfs and giants, not to
mention "the people's Punch and
Judy".

Dickens was profoundly convinced
of the universal need for such tradi-
tional, light forms of entertainment, in
opposition to the prevailing evangeli-
cal-utilitarian emphasis upon stern
duty. He was certain that it was



"Peep-show" by Gavin Rymer, an illustration from Dickens and Popular Entertainment.

hypocritical to censure popular culture
in the name of "improving" the work-
ing classes, although he was liable to
use that word himself when addressing
his middle-class readers on the subject;
and, as Schlicke admits, he avoided
showing the cruder, more violent side
of the fairs, circuses and melodramatic
spectacles included in his novels. His
own imaginative life was nurtured
upon the culture of the uneducated;
probably the most important single
influence upon him was the comic
actor Charles Mathews (1776-1835),
whose extraordinary powers of mimicry
and impersonation he admired and
adapted.

But it is possible to exaggerate the
role of popular entertainment in Dick-
ens, especially if, as in Schlicke's book,
it is never clear whether what we are
looking for is a source, a parallel or a
theme - although it is mainly in
thematic terms that he examines *Nickelby*,
The Old Curiosity Shop and *Hard-
ley*. The novels most obviously ab-
out the subject. As Schlicke says, with
the notable exception of *Hard Times*,
Dickens's later career was marked by a
transfer of interest in the theme from
his fiction to his journalism, where a
"crusading resolve" to promote "the
amusements of the people" emerges.

Yet only one chapter of Schlicke's
book is offered on this, with the result
that nothing new is revealed. It is high
time that the complexity of Dickens's
position as a crusading journalist and
more deeply explored: if he wished
recognition for what was offered at the
Britannia Theatre, Hoxton, for exam-
ple, he also thought much of it was "an
incongruous heap of nonsense".

Schlicke's flaws arise out of the
sympathetic enthusiasm of his
approach; Robert Golding, on the
other hand, appears to be more in-
terested in proving his own rather
limited point than in responding to the
richness of his author. His aim is to be
comprehensive: "the first comprehen-
sive study of the extraordinarily varied
speech" of Dickens's characters, his
thesis-style introduction pronounced.
Perhaps, but if so, this only goes to
show how little there is to say on these
terms - which boil down to one, the
"idiolite" of Golding's title, which is
jargon for the unique manner in which
individuals produce the dialectal
branch of their native language. With
Dickens's ponderous deliberation, the speech-
patterns of numerous characters are
analysed for their "individual pecu-
liarities", "colloquial deviations", "re-
curring rhetorical devices", "idio-
syncratic manner of delivery" and "rhy-
thmic patterns". Some attempt is made
to suggest the "structural" function of
these fairly obvious patterns within the
novels, but with limited and even
misleading results: for Mrs Gamp "and
her idiolect", we are solemnly in-
formed, *Marin Chuzelwit* is "simply
the backcloth".

Yet, as Roger Fowler recently de-
monstrated in a brilliant essay on the
linguistic and semiotic features of
Hard Times - an essay ignored by
Golding - Dickens's characters speak
in ways which are teasingly various,
complex and open, and by no means so
easily reduced to categorization. Only
occasionally does Golding glimpse the
possibilities: as when he points out the

sedition potential inherent in the
Artful Dodger's Cockney impudence -
"this ain't the shop for justice", the
Dodger cries, as he is carried away
from court after being found guilty of
theft; and the reader of *Oliver Twist* is
bound to agree. The ideological im-
plications of specific characters' speech-
forms transcend their indi-
vidual roles.

To admit this is to admit the neces-
sity of going beyond the relatively
simple assumptions underlying
Schlicke's and Golding's books,
however; towards proposing a theory
of the interaction between culture and
history, for instance, as a means of
approach. This Steven Connor's "re-
reading" of Charles Dickens, in the
series "Rereading Literature", begins
to do, after briefly running through the
structuralist, deconstructive, psycho-
analytic and Marxist interpretations
currently available. Connor displays
his own naivety too, though, despite
being so very up to date, a naïveté
perhaps inherited from the editor of
this series, Terry Eagleton, who appar-
ently believes (according to a preface
note) that this is the first time anyone
dealing with Dickens has broken away
from both "naïve realism" and "formal-
ist criticism". Where has he been?

Connor himself is more modest, and
soon reveals how little his deployment
of new theory adds to what has been
done already, and better, by prede-
cessors such as J. Hillis Miller and
Raymond Williams. Nevertheless, his
careful, thoughtful and explicit
account of the more obvious ways in
which even Lacan's murky concepts
may be applied to "rereading" Dick-
ens's major novels, from *Pickwick* to
Our Mutual Friend (but excluding
Little Dorrit), will be helpful for the
student audience to whom it is
directed, if not also for the more
Dickensians who sheer away in flight
of prejudice from recent developments
in literary theory and criticism.

Of more immediate practical use
than any of the above to specialists,
students and general readers alike
must be David Paroissien's selection of
Dickens letters spanning his lifetime.
The current scholarly edition of the
complete correspondence threatens to
continue into the next century before
coming to an end (it only takes as a
career at the moment), and so it is
especially welcome to have some of the
later letters available. Drawing on
nearly six thousand letters, Paroissien
has arranged his selection in three
parts: "personal", "social and politi-
cal" and "professional", each of which
he introduces (at some length, unfor-
tunately). The inexhaustible flow of
Dickens's observation, humour and
creativity from day to day, whether
advising Baroness Burdett Coutts on
how to dress the reformed prostitutes
in her charge, or describing the death
of a pet raven, or gently rebuking an
impetuous contributor to his *House-
hold Words*, is wonderful to behold.
He was a phenomenon, and not just a
writer.

Dennis Walder

Dennis Walder is lecturer in literature at
the Open University.

BOOKS

ENGLISH

Conrad's B-team

The Achievement of Graham Greene
by Grahame Smith
Harvester, £18.95
ISBN 071080604-X

Apart from Conrad, no other writer in
the English language but Greene con-
veys so well what it feels like for a
white man to sweat it out in one of the
many torrid, poverty-stricken and
causally-run places on the globe.
The dusty tedium, the ubiquitous
squalor, the stultifying uneventfulness
are captured with unique authority and
unerring accuracy. Through the biased
Tench, fighting a losing battle
against evil (among which the non-
delivery of an ether cylinder is the least
appalling), *The Power and the Glory*
gives expression to the disillusionment
suffered by an alien shore: "It didn't
matter so much after all." Tench
reflects at the loss of his gas, "a little
additional pain hardly noticeable in
the huge abandonment".

Such heightened, even nightmarish
depictions of a world afflicted by decay
and deterioration are purveyed in robust
fictions in the familiar mode of the
adventure story, a predominately male
form of writing which Rider Haggard
and John Buchan made fortunes out of
in the decades before and after the turn
of the century. Seen in that context
Greene's work has been equally suc-
cessful, but in addition it presses
without claims to be taken more
seriously as literature than did either
Haggard's or Rider Haggard's. Greene
became a Roman Catholic convert in
his early twenties, and the religious
discussion present in his major novels
automatically raises the critical stakes,
acknowledged to the same applies of
course to other prominent British
novelists such as William Golding or
J. R. R. Tolkien. The reader quickly
becomes aware that *Lord of the Flies*
aspires at more than merely rewriting
The Coral Island in a sardonic vein,
and that *The Bell* is not just the

outcome of a spell among the inmates
of Cold Comfort Abbey. Such writers
appeal unambiguously to more ex-
acting standards of evaluation than
equally popular but less ambitious
authors do.

The trouble with Graham Greene,
however, as Frank Kermode once
observed, is that the best criticism of
his work is hostile. Although, heaven
knows, he has detractors, the same
cannot be said of Golding or Iris
Murdoch. In that respect (as in some
others) Greene is quite special. The
ordinary reading public hold him in
high regard, but he has largely been
ignored by academe, and is widely
rumoured to have been passed over
several times for the Nobel Prize.

Perhaps rather surprisingly, then,
several critics have recently taken
upon themselves to act as guides to
Greenland. A monograph by John
Spurling appeared in the Methuen
"Contemporary Writers" series in
1983, books by Richard Kelly and
Roger Sharrock were published last
year, and now Grahame Smith of
Stirling University makes his own
contribution to the debate. Spurling's
study was shorter and livelier than
Smith's, and - as if to prove Kermode's
point - rather less sympathetic as
regards Greene's achievement. It was
also better written. Smith sounds oc-
casional as if he were working to a
British Council commission. The
council's distinctive tone and
approach can be heard in passages
such as the one which describes
Greene's birthplace, Berkhamsted, as
"a small and prosperous country town

close to London". Smith previously
taught in Malawi, which perhaps
accounts for the odd redundant com-
ment like this.

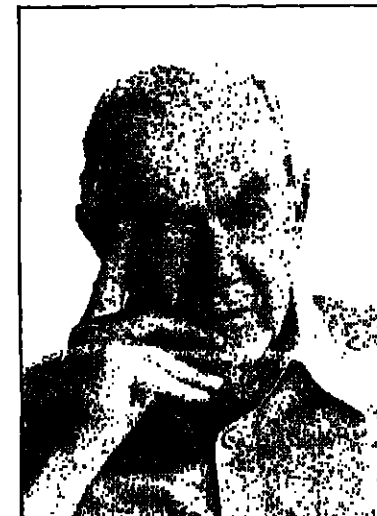
His background also helps explain
the book's strengths as well as its
weaknesses. The style is pedestrian
and much of the criticism simplistic;
on the other hand the coverage is thor-
ough and the exposition clear. Some
aspects are dealt with particularly well,
such as Greene's preoccupation with
the cinema. Smith points out that his
involvement has been closer and more
extensive - not only as a writer for and
about the screen, but also as producer
- than that of any comparable man of
letters. My favourite instance of this
was Greene's walk-on part in Truf-
faut's *Day for Night*, a masterpiece
which reflects on film art as searchingly
as Greene does in his critical essays.

Rumour has it that Truffaut was first
angered, then amused, that the job-
bing actor hired to play the role of an
insurance man was in reality a world-
famous writer. But of much greater
significance is the fact that Greene has
written some of the best film criticism
ever, as Smith makes clear.

There could be no disagreement
about that. The difficulty remains over
the fiction. Spurling draws attention to
Greene's "increasing problems of cre-
dibility" as the novels get older and are
more objectively analysed. What
Spurling refers to is their particular
brand of "detachable sentiment" - the
kind which can be put into the mouth
of any protagonist - will, he thinks,<
sound as quaint before long as some of
Richard Hannay's already do now.
Smith would counter that Greene is
unrivalled in what he calls his com-
mand of the "landscape of anguish":
an "ache of incompleteness", he main-
tains, is central to Greene's vision, and
underpins his perception that anguish
is inseparable from the daily experi-
ence of human life. That may be true,
but the awkward fact is that among
writers of Greene's generation, as
Spurling points out, people like Beck-
ett and Nabokov explore the anguish
better. In the end there is no escaping
the conclusion that Greene may well
aspire to be a Joseph Conrad, but for
better or for worse sits really comfort-
ably only with those novelists of the
past who are now looked upon as
Conrad's "B" team.

John Fletcher

John Fletcher, professor of comparative
literature at the University of East
Anglia, is working on a study of Iris
Murdoch.



Graham Greene

Brought to order

Narrative Technique in the English
Novel: Defoe to Austen

by Ira Konigsberg
Anthon, £22.35
ISBN 020802081-0

In Konigsberg's *Narrative Technique
in the English Novel: Defoe to Austen* is
a lucid and intelligent study of five
18th-century novels (*Moll Flanders*,
Clarissa, *Tom Jones*, *Tristram Shandy*
and *Humphrey Clinker*) together with
Pride and Prejudice.

Konigsberg draws on the work of
Ian Watt, Wayne Booth and more
recent theorists and develops his own
ideas about how this fiction should be
read. Taking Watt's definition of "for-
mal realism" as his starting-point, and
drawing further insights from the
response-school, he argues that the
major novels of the time made new
demands on readers and produced
better satisfaction for them than
other kinds of fiction then available.

Perception was a key interest at this
time and Konigsberg sees these novels
as creative explorations of perceptual
concerns (the novel becoming a way
of seeing) and argues that techniques
developed between Defoe and Austen
enabled readers to engage with im-
aginative experiences in new ways -
though how reader responses might
change through history is not followed
up.

Valuable points, along with more
familiar ones, are made about de-
velopments in narrative during the
period. Konigsberg shows how Defoe
and Richardson with their first-person
narratives succeeded in creating the
first self-aware characters in English
fiction; he discusses the limitations of
this technique in terms of its confine-
ment to a single vision and shows how

it was rejected by Fielding, exploited
by Sterne and expanded by Smollett
into multiple perspectives before being
revitalized by Jane Austen as the
individual point-of-view within the
framework of a third-person narrative.
The argument here is not very new -
both Watt and Booth deal with it in
fact - but Konigsberg's is the first fully
detailed treatment which also gives
attention to the way narrative techni-
que was used - deliberately or not - to
manipulate reader responses. Each of
the novels discussed is seen to bring the
alert and sensitive reader (from Defoe
to the present day) to a particular
vision of life.

Many of Konigsberg's close readings
are persuasive but some of his assump-
tions are open to question. First there
is his particular map of 18th-century
fiction and second his assumptions
about the novel itself as a literary form.
Konigsberg, with Mrs Radcliffe brought
in as a major novelist, is offered as the
authoritative guide to significant de-
velopments in 18th-century fiction but
of course is simply one guide to
support a particular case. The case for
a more or less straightforward de-
velopment from Defoe to the culmi-
nating triumph of Jane Austen would
be undermined if different novelists
and novels were drawn into it: *Robinson
Crusoe* instead of *Moll Flanders*,
Paradise Lost instead of *Pride and
Prejudice*, with Mrs Radcliffe brought
in as a replacement for Smollett, would
suggest different ideas of novelistic
purposes in the period; ones less
conformable to Konigsberg's theories
of fiction.

Konigsberg's choice of novels is
partly at least determined by his ideal
of the orderly novel and his readings
are mainly directed to showing how
this orderliness is produced. Ideally, as
he argues, "The novel must finally
affirm an order and harmony we long
for in our own existence, but which we
may never achieve". Some novels of
course achieve this order and harmony
more obviously than others, and De-
foe and Richardson to some extent fall
for Konigsberg's test, but in Fielding and

Sterne and most of all in Jane Austen
the reader, he argues, is brought to
share in a positively wonderful har-
mony, "a balance, an order, a healthy
optimism". But readings directed to
finding this order are certain to be
suppressing more disturbing elements
in the novels and Konigsberg at times
seems to play down things which might
challenge his optimistic visions: did
Fielding, for example, really believe
"every person could change for the
better", and aren't there negative
notes in Austen which simply don't get
resolved? The idea that all successful
novels achieve for it has of course often
been questioned and needs to be again
here.

But however much readers may
want to argue over Konigsberg's fic-
tional constructs and his idea of a
tradition, his scholarly and critically
probing readings of these six novels
make this a valuable new study of early
fiction.

Anthony Kearney

Anthony Kearney is principal lecturer
in English at St Martin's College,
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Applicants should be of proven ability in any area of Psychology but should have demonstrated a capacity to apply Psychology to the needs of the community in a fashion consonant with the Charter of the University of Ulster.

Salary will be within the agreed Professorial range: current minimum £19,010 per annum.

Further details are available from the Staffing Officer, University of Ulster at Coleraine, Cromore Road, Coleraine, Co Londonderry BT52 1BA (Telephone Coleraine 4141, Ext 225) to whom applications, including a full curriculum vitae and the names and addresses of two referees, should be sent not later than 18 April 1986. This post is open to both male and female applicants.

University of Ulster

UNIVERSITY OF LONDON CAREERS ADVISORY SERVICE Careers Adviser

Applications are invited from graduates in physical science or engineering for a post of careers adviser in the University of London Careers Advisory Service. The vacancy has arisen as a result of the appointment of a senior careers adviser as Head of Careers Service in another University and a subsequent internal promotion. Previous employment of at least four years, preferably outside the education field, is essential and experience or training in vocational guidance or personnel work would be an advantage although not an overriding requirement.

Salary will be in accordance with age and experience within Grade IA of the National Salary Structure for University Administrative Officers, currently £7,065-£12,780 per annum plus £1,297 p.a. London Allowance, with membership of the University Superannuation Scheme. There will be the opportunity for promotion to the Grade II scale currently £12,280-£15,700.

Further particulars and application forms obtainable from the Personnel Office, University of London, Senate House, Malet Street, London WC1E 7HU. Tel: 01-226 8000 ext. 3259. Closing date for applications is 11 April 1986.

LOUGHBOROUGH UNIVERSITY OF TECHNOLOGY

LECTURESHIP IN QUANTITATIVE ANALYSIS

Applications are invited from graduates for a LECTURESHIP in the Department of Management Studies to join a group teaching Quantitative Analysis (Operational Research, Statistics, Computing) to undergraduate and postgraduate courses within the Department. The post is for three years, renewable from September 1986.

Salary within scale £8,020-£15,700 p.a.; the appointment will be made in the lower half of the scale. Postholders will be expected to undertake research and to publish in the field. Further details and application forms to Paul Johnson, Lecturer in Management Studies, Loughborough University, Loughborough, Leicestershire LE11 3TU. Tel: Loughborough (0509 263171, Ext. 450) for informal discussion.

Loughborough (0509 263171, Ext. 450) for informal discussion.

The Papua New Guinea University of Technology

Lae

Applications are invited for the following positions:

Lecturer/Senior Lecturer in Department of Architecture and Building

Staff are required to teach in the following subject areas: physical planning; building technology (intermediate and advanced levels); architectural design graphics and theory (advanced levels); building economics and building management. Applicants should have relevant degrees, professional qualifications and several years practical experience in the subject area. Positions are offered at Senior Lecturer and Lecturer levels.

Lecturer VII in Department of Electrical and Communication Engineering

Candidates should have a good honours degree, with teaching and relevant industrial/research experience. Preference will be given to candidates with expertise in computer applications (hardware and software).

Director of Mathematics Education Centre

The aims of the Centre are to develop and improve the mathematics curricula and learning in the national high schools (which prepare students for the Universities in the two years prior to their entry), and to collaborate with the two Universities in Papua New Guinea and with Lae Technical College in the advancement of mathematics education. Applicants for the Directorship should have either a first degree in mathematics or first degree in which mathematics formed an integral part and was taken in the final years. Additionally they should possess a higher degree in the field of mathematics education, have had experience at upper secondary and/or tertiary levels of mathematics education and, desirably, have contributed to the development of teaching and learning materials at those levels and their evaluation. The appointment of Director will be made at either Senior Lecturer or Associate Professor level.

Lecturer in Land Management and Valuation (Department of Surveying and Land Studies)

The Department offers undergraduate studies to diploma level in Surveying and Drafting, and to degree level in Cartography, Land Management and Surveying. Postgraduate courses in Land Studies are also offered. Applicants should possess a degree in Land Management or have appropriate professional qualifications together with five or more years of professional experience. A proven ability to teach in two or more of the following subject areas is desirable: land administration, land economics, law of property and land registration and valuation.

SALARY (per annum): Associate Professor £23,255, Senior Lecturer £21,255, Lecturer II £19,405, Lecturer I £17,565, (KI = Sig 0.7000 approx.). Level of appointment will depend upon qualifications and experience.

Applications will not be excluded from married couples where both spouses are qualified to work at the University.

Initial contract period is for approximately three years. Other benefits include a gratuity of 24% taxed at 2%, support for approved research, appointment and repatriation fares, leave fares for the staff member and family after 18 months of service, settling-in and settling-out allowance, six weeks paid leave per year, education fares and assistance towards school fees, free housing, salary protection plan and medical benefit schemes are available.

Detailed applications (two copies) with curriculum vitae together with the names and addresses of three referees and indicating earliest availability to take up appointment should be sent to the Registrar, Papua New Guinea University of Technology, Private Mail Bag, Lae, Papua New Guinea. Applicants resident in the United Kingdom should also send one copy to the Association of Commonwealth Universities (ACU), 36 Gordon Square, London WC1H 0PF, from whom further general information may be required. Applications close on 11 April 1986, except for the post in the Department of Electrical and Communication Engineering which closes on 25 April 1986.

(74764)

UNIVERSITY OF ABERDEEN Department of Engineering

A Major Impact in Electronics

The University of Aberdeen, as part of a major new initiative in Electronics, is looking for Senior Lecturers and Lecturers with a first class track record of research in the areas shown below — for which the Department has recently received grants of nearly £1.75 million

ARTIFICIAL INTELLIGENCE **IMAGE PROCESSING**
VLSI SYSTEMS DESIGN **DIGITAL SIGNAL PROCESSING**
DIGITAL COMMUNICATIONS **COMPUTER AIDED DESIGN**

Salary on scale: Senior Lecturer £14,870 to £18,625; or Lecturer £8,020 to £15,700 per annum, with appropriate placing.

Further particulars and application forms from The Secretary, The University, Regent Walk, Aberdeen AB9 1FX with whom applications (2 copies) should be lodged by 11 April 1986 (Ref No EL030).

(74734)

Coláiste na hOllscoile Corcaigh University College Cork

DEPARTMENT OF ECONOMICS

Applications are invited for two full-time permanent posts as Assistant Lecturer or College Lecturer in the Department of Economics.

Candidates will be expected to have a Ph.D. degree before taking up appointment.

The salary scales are:

College Lecturer: IR£12,720-IR£15,191 BAF

Assistant Lecturer: IR£11,088-IR£12,259 p.a.

Application forms and further details of

Latest date for receipt of completed applications is Friday, 25 April 1986.

M. F. Kallher Secretary

(74734)

LOUGHBOROUGH UNIVERSITY OF TECHNOLOGY

LECTURESHIP IN MONETARY ECONOMICS

Applications are invited for the post of Lecturer in the Department of Economics. Candidates should have a first degree in economics and a minimum of five years' experience in a similar position. The successful candidate will be offered a competitive salary and a pension scheme.

Salary in the lower half of the scale: £8,020-£15,700 p.a.

Application forms and further details available from the Personnel Department, Loughborough University, Loughborough, Leicestershire LE11 3TU. Tel: Loughborough (0509 263171, Ext. 450) for informal discussion.

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Universities continued

NEW ENGLAND COLLEGE ARUNDEL, SUSSEX

New England College seeks nominations and applications for the position of

Assistant Dean of Students: Counselling and Career Services

with starting date in July 1986.

New England College is a fully accredited American institution of higher education with an American Campus in New Hampshire and a British Campus in West Sussex. The position under offer is a residential position at the British Campus as part of a staff of three.

Student Affairs professionals, with special responsibility for development and implementation of counselling and career services. Enthusiasm for and experience in working with students from diverse cultures is essential. Evening and week-end duties will be shared in rotation with other staff. Some teaching in the area of psychology is highly likely. Master's degree in clinical psychology, counselling or related field required. Experience in American higher education essential. Understanding of student development theory and student affairs experience preferred. Compensation and fringe benefits competitive, based on credentials and experience; room and board included.

If experience and credentials warrant, the successful candidate may be considered for the position of Dean of Students after one year.

Letter of application, curriculum vitae, and names, addresses and telephone numbers of three referees must be posted by 4 April 1986 to Director of the British Campus, New England College, Arundel, Sussex BN18 0DA, England.

(74783)

FACULTY OF COMMERCE AND SOCIAL SCIENCE Institute of Local Government Studies

Lecturer in Public Administration

The Institute is a national centre of teaching and research concerned with management development in local government.

Applications are invited for a Lectureship in Public Administration. Candidates should possess at least a good honours degree in a relevant discipline, preferably public administration, politics or management studies together with a background in organisational analysis. Knowledge in the fields of organisational strategy and structure and of inter-organisational relations is required. The appointee will be expected to contribute to post-experience courses for local government and to research and consultancy, applying organisational concepts to the problems of managing change in a political environment. Experience in continuing education would be useful.

Salary on the scale £8,020 - £15,700 (subject to revision) plus USS. The post is offered on a three year rolling contract basis (i.e. the post is renewable each year for the next three years).

Further particulars and application form from the Assistant Registrar (Commerce), University of Birmingham, P.O. Box 363, Birmingham B15 2TT, to whom the application form should be returned by 11th April, 1986 quoting reference C218.

AN EQUAL OPPORTUNITIES EMPLOYER (74765)

University of Canterbury New Zealand

Department of Economics and Operations Research

SENIOR LECTURESHIP IN MONETARY ECONOMICS

Applications are invited for the post of Senior Lecturer in the Department of Economics and Operations Research. The successful candidate will be offered a competitive salary and a pension scheme.

Salary in the lower half of the scale: £8,020-£15,700 p.a.

Application forms and further details available from the Personnel Department, University of Canterbury, Christchurch, New Zealand. Tel: Christchurch (03 366 2111, Ext. 450) for informal discussion.

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Administration

The Times Higher Education
Supplement

Overseas

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Overseas continued

Posts Overseas

China

Materials Writer, English Department, Shanghai International Studies University
 Duties: to work in a team compiling English textbooks for use at the Foundation Stage of tertiary institutes.
Qualifications: candidates must be British citizens holding a first degree, and an MA in a relevant field with some experience of materials writing. Previous experience in China would be an advantage.
Salary: local salary approximately \$50 Yuan per month plus annual sterling subsidy of \$5,782 (\$1 = Yuan 4.6 approx).
 Benefits: free accommodation, airfares, baggage allowance, installation grant, superannuation contribution.
 Contract: one year renewable commencing as soon as possible.
 Closing date for applications: 9 April 1986.
 Reference: 85 B 106 TH

China

Lecturers and Senior Lecturers in English as a Foreign Language at Universities and Teacher Training Institutes in Beijing and provincial centres.

Duties: teams of two or three lecturers engaged in projects to provide language improvement and methodology classes for Chinese secondary and tertiary level teachers of English or ESP and study skills instruction for postgraduates. Some senior posts will include teaching of applied linguistics and materials writing.
Qualifications: candidates must be British citizens, holding a first degree in English or other modern language and an MA in Applied Linguistics. Minimum of two years' TEFEL experience for Lecturers and minimum 5 years' experience for Senior Lecturers. Some teacher training experience desirable.
Salary: local salary \$50-1,200 Yuan per month plus annual sterling subsidy \$5,782 for Lecturers and \$5,976 for Senior Lecturers (\$1 = Yuan 4.6 approx).
 Benefits: free accommodation, airfares, baggage allowance, installation grant, superannuation contribution.
 Contract: one year renewable commencing August 1986.
 Closing date for applications: 9 April 1986.
 Reference: 85 B 106 TH

For further details and an application form please write, quoting the post reference number, to: Overseas Educational Appointments Department, The British Council, 65 Davies Street, London W1Y 2AA.

The British Council



THE NEW SOUTH WALES
INSTITUTE OF TECHNOLOGY
Equal Employment Opportunity
is Institute Policy
SCHOOL OF MECHANICAL
ENGINEERING

LECTURER IN ENGINEERING MANAGEMENT

\$27,233 - \$36,777 p.a.

Applications are invited for appointment to the position of Lecturer in the area of Engineering Management in the above School.

The School of Mechanical Engineering offers undergraduate courses leading to the Bachelor of Engineering in Mechanical and in Production Engineering, and postgraduate studies including a Masters Degree course in Control Engineering, A Masters Degree course in Management is currently in preparation. Subjects relevant to the appointment include Engineering Management, Operations Research, Maintenance Management, Contract Engineering, Engineering Statistics, and a range of subjects for the proposed Masters Degree course.

The appointee will be expected to oversee the continuing development of courses and laboratories in some fields at undergraduate and postgraduate levels, and be capable of supervising the work of postgraduate students.

Applicants having the following attributes would suit the post: (i) a higher degree

(ii) a background of management positions in industry

(iii) experience in contracting, marketing and/or service functions

(iv) teaching experience at undergraduate and postgraduate levels

Fares and contribution toward removal expenses are provided for overseas appointees. A Housing Loan Scheme is available plus opportunity exists to contribute to Superannuation. Approval may be given for undertaking limited consulting work.
 Closing date: 21st April, 1986

Applications should include a detailed curriculum vitae and the names and addresses of three referees. In reply please quote ref. no. 85/064 and forward to:

The Director,
NSW Government Office,
66 Strand, LONDON, WC2N 6LZ

University of
Alberta
Department of Educational
Psychology
ASSISTANT
PROFESSOR
Counselling and School
Psychology Program

Applications are invited for a tenure-track position at the Assistant Professor level in the Counselling and School Psychology Program. The position is in an established department with a strong research and teaching focus. The successful candidate will be responsible for teaching, supervision, and research. The position is open to individuals with a Ph.D. in Counselling Psychology or a related field. The successful candidate will be expected to contribute to the development of the program and to the university's reputation for excellence in education. The position is open to individuals with a Ph.D. in Counselling Psychology or a related field. The successful candidate will be expected to contribute to the development of the program and to the university's reputation for excellence in education.

The salary range for Assistant Professor is currently \$30,316 to \$45,780 (Canadian Funds).

Closing Date: June 1, 1986 or earlier upon receipt of applications. Quality and quantity of applicants.

The University of Alberta is an equal opportunity employer. In accordance with the Canadian Human Rights Act, the University of Alberta is committed to the principle of non-discrimination in employment. The University of Alberta is an equal opportunity employer. In accordance with the Canadian Human Rights Act, the University of Alberta is committed to the principle of non-discrimination in employment.

Letters of application with curriculum vitae, three recent photographs, and the names of three referees should be sent to: Dr. R. W. Kincaid, Chairperson, Department of Educational Psychology, 6-108 Education North, University of Alberta, Edmonton, Alberta, Canada T6G 2G5, (403) 261-1114

Nigerian Universities ACADEMIC STAFF VACANCIES

Applications are invited from suitably qualified candidates to fill the following vacant positions in Nigerian Universities:

1. FACULTY OF MEDICINE/DENTISTRY/PHARMACY
Professors/Readers/Senior Lecturers/Lecturers - in all fields
2. FACULTY OF ENGINEERING
Professors/Readers/Senior Lecturers/Lecturers - in all fields
3. FACULTY OF SCIENCE
Professors/Readers/Senior Lecturers/Lecturers - in all fields
4. FACULTY OF LAW
Professors/Readers/Senior Lecturers/Lecturers - in all fields
5. FACULTY OF ENVIRONMENTAL SCIENCES
Professors/Readers/Senior Lecturers/Lecturers - in all fields
6. FACULTY OF VETERINARY MEDICINE
Professors/Readers/Senior Lecturers/Lecturers - in all fields
7. FACULTY OF SOCIAL SCIENCES
Professors/Readers/Senior Lecturers/Lecturers - in all fields
8. FACULTY OF EDUCATION
Professors/Readers/Senior Lecturers/Lecturers - in all fields
9. FACULTY OF AGRICULTURE
Professors/Readers/Senior Lecturers/Lecturers - in all fields
10. MEDICAL/ENGINEERING TECHNOLOGISTS/TECHNICIANS

QUALIFICATIONS

Candidates for the post of Professor, Reader and Senior Lecturer should have a PhD degree and be outstanding scholars with considerable teaching and research experience. They should have a good record of scholarly publications, together with the capacity to initiate, develop and supervise research projects, and to undertake administrative responsibilities if necessary.

CONDITIONS OF SERVICE

Conditions of service are generally as applicable in the Nigerian public service.

(a) SALARY	
Professor	US\$ 15 - N14,280 x 720 - N15,720
Reader	US\$ 14 - N12,732 x 660 - N15,372
Senior Lecturer	US\$ 13 - N11,364 x 576 - N14,880
Lecturer I	US\$ 11 - N 9,000 x 360 - N10,080
Lecturer II	US\$ 9 - N 7,560 x 205 - N 8,040

N1.00 = £0.80 or US \$1.00

Other conditions of service will be made available on request.

METHOD OF APPLICATION

Candidates are required to submit ten typewritten copies of applications and curriculum vitae, indicating full names, posts sought, date and place of birth, nationality, permanent and current address, telephone number, number and ages of children. The curriculum vitae should also indicate educational institutions attended with dates, academic and professional qualifications obtained with dates, past and present employer, list of publications and research activities if any and with dates, names of journals, and names and addresses of 3 referees who know you professionally.

Applications should be addressed to:

Education Attache
Nigeria High Commission
Education Division
180 Tottenham Court Road
London W1P 9LE

All applications should be received not later than two weeks from the date of this advertisement. Applicants are advised to clearly indicate their office and home telephone numbers for easy and quick contact at the shortest possible notice. Further enquiries about this advertisement can be obtained from:

The Education Attache
Nigerian Universities Office
180 Tottenham Court Road
London W1P 9LE
ENGLAND

General Vacancies

THE PHARMACEUTICAL SOCIETY OF GREAT BRITAIN HEAD, EDUCATION DIVISION

The Pharmaceutical Society of Great Britain is the registration authority and professional body for 35,000 pharmacists, and is located in a modern London building on the South Bank next to Lambeth Palace.

Applications are invited from graduates for the position of Head of the Education Division within a major Department of the Pharmaceutical Society concerned with professional development. The Department also includes divisions dealing with pharmacy practice and the organisation of the Society's activities. The Education Division is concerned with the Society's approval of U.K. pharmacy degrees, liaison with pharmacy schools and students' careers activities, pre-registration practice experience, all aspects of continuing education and the Society's support of postgraduate research. Significant development of the pre-registration experience and continuing education activities is intended. The Society is currently funding a project investigating continuing professional education by distance learning methods.

A pharmacy graduate will be preferred but, more importantly, applicants should have had considerable educational experience, preferably involving current techniques and technology. A related qualification would be advantageous. It is expected that the successful applicant will be under 45 years of age, with the ability to communicate effectively and manage efficiently.

The salary to be offered will be between £16,314 and £20,124 per annum (including London Weighting Allowance) depending upon experience. The opportunity also exists for earnings to eventually increase to £23,934, if performance is significantly above average. Benefits include free life assurance and a contributory pension scheme.

Application forms and a job description are available from
The Deputy Secretary, Pharmaceutical Society of Great Britain, 1 Lambeth High Street, London SE1 7JN.

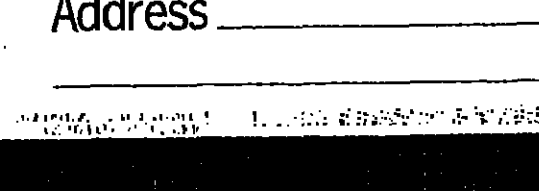
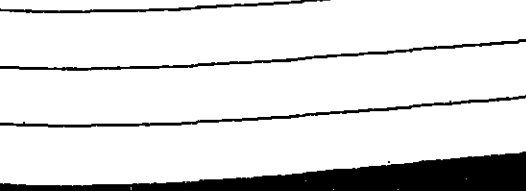
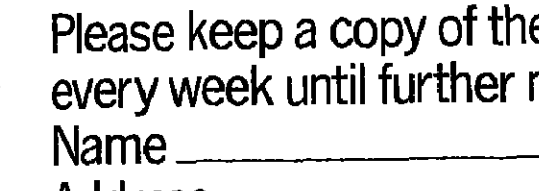
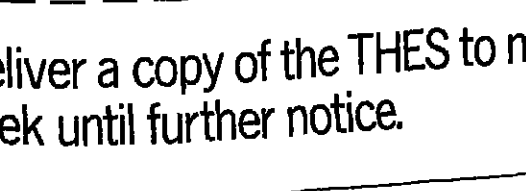
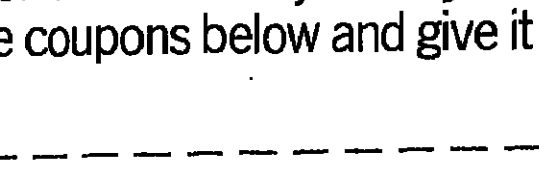
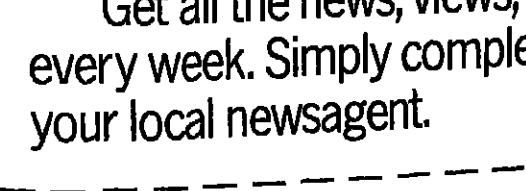
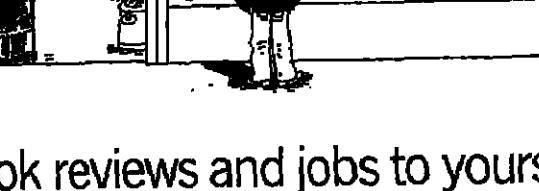
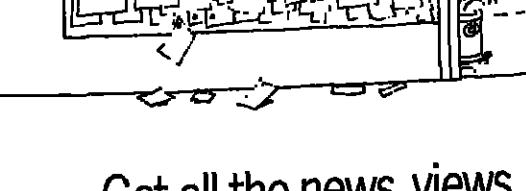
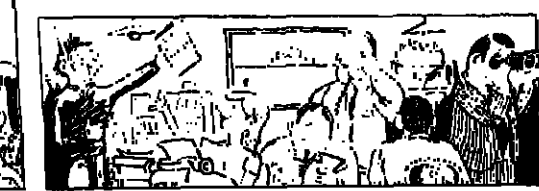
The last date for receipt of applications will be April 18th 1986.

The Times Higher Education Supplement

Education News



Overseas News



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